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ABSTRACT

The global history course syllabus, Theme III, entitled, "Changes in Thought and Action Led to the Emergence of the Modern World," focuses on the European impact upon the world as well as the cross-cultural influences which resulted in important developments such as the Commercial Revolution. These influences include contributions of the non-Western societies and those on the fringe of Western civilization. This theme contains 12 subthemes: (1) The Ancient Greeks Influenced All Western Civilization; (2) Classical Culture Was Disseminated throughout the Roman Empire; (3) The Middle Ages Was a Transitional Period in European History; (4) The Mongols Established Vast Empires in Europe and Asia; (5) The Nation-State Became the Basic Form of Political Organization: Spain, a Case Study; (6) The Byzantine Empire Preserved and Disseminated Culture during the Middle Ages; (7) The Ottoman Turks Fused Elements of Byzantine and Muslim Cultures; (8) The Renaissance Represented a Rediscovery of Classical Civilization and Reawakened Interest in Worldly Matters in Europe; (9) The Scientific Revolution Challenged Traditional Attitudes and Beliefs; (10) The Age of Discovery Created a Network of Global Contacts; (11) The Reformation and Counter-Reformation Ended Religious Unity in the West; and (12) The Commercial Revolution Introduced an Age of Economic Interdependence. Included are learning activities which contain the rationale, performance objectives, and teaching strategies. The suggested calendar of lessons serves as a guide for teaching global history on a daily basis. (KWL)

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Teacher Strategies

GLOBAL HISTORY

A Curriculum Guide

Second Semester Theme III

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EVALUATION OF GLOBAL HISTORY LEARNING ACTIVITIES

1. Are the goals of this course of study clear?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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2. Does this document meet your students' needs?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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3. Is the format of this document useful?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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4. Is the document well organized?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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5. Is there sufficient emphasis on reading skills and map skills?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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6. Is there sufficient emphasis on writing skills?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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7. Are the materials on an appropriate reading level for your students?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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8. Was the interest level of the materials high among students?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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9. Would you make changes in the types of learning activities presented in this document?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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10. Did the learning activities enable the students to achieve the performance objectives?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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11. Was there a sufficient variety of activities in the learning strategies?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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12. Do you think there will be any difficulty in implementing this course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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13. Did the Calendar of Lessons enable you to better structure your course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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_____

14. What additions, deletions, or changes in sequence would you recommend for each theme?

THEME III: Changes in Thought and Actions Led to the Emergence of the Modern World

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THEME IV: Developing Democratic and Nationalist Have Had an Effect Around the World

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v

THEME V: The Industrial Revolution Had Global Impact

15. What do you consider to be the overall strengths and/or weaknesses of this Global History course outlined?

16. What changes would you make to improve the quality of this document?

17. Do you have any additional comments?

Foreword

Global History was developed in response to a growing awareness of the factors transforming our world into a global village. That people and nations are becoming increasingly interdependent is manifested in almost every facet of daily life, from the rising price of oil to the growing number of overseas telephone calls. In an interconnected environment, when one strand of the web is jolted, reverberations are felt in every other strand. The hostage crisis in Iran and the wheat shortage in the Soviet Union are but two illustrations of this phenomenon. The challenge for Americans is not only to recognize these linkages as a fact of life, but also to understand their ramifications and to adapt to the requirements of an interdependent world.

Traditional curricula must be revised if our educational institutions are to prepare students to meet the demands of the 21st century. New courses must be introduced to equip students with the skills and understandings necessary for coping with an interdependent world. Among the essential tools are a knowledge of the past, an appreciation of other cultures, an increased facility in foreign language, and an awareness of the implications of interdependence. This three-semester course in Global History represents a major step toward enabling students to meet the challenges and opportunities inherent in our global village.

Charlotte Frank

CHARLOTTE FRANK
Executive Director
Division of Curriculum and
Instruction

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Introduction

Over 100 years ago, the conservationist John Muir stated: "When we try to pick out anything by itself, we find it hitched to everything else in the universe." Contemporary global developments have validated what Muir observed a century ago. It is increasingly apparent that the nations and peoples of the world are economically, politically, and environmentally interdependent.

Food prices in the United States rise sharply because farmers in Iowa must pay higher prices for tractor fuel as a result of war in the Middle East. Housewives in Peoria find that their wash hanging out to dry is soiled by pollution from industrial plants in the Ruhr Valley in West Germany. Automotive innovations in Japan have led to severe economic hardships for families in Detroit. Likewise, decisions in Washington reverberate throughout the world, affecting budget allocations in the Soviet Union, the stability of governments in Latin America, commodity markets in Africa, and money markets in London and Zurich.

It is an undeniable fact of life in the latter part of the 20th century that every person in the United States and the world has been affected by the phenomenon of global interdependence. Professor Lee Anderson underscores this reality by pointing out that

> *worldwide interdependencies affect the purity of our air and water; the heat in our homes and offices; the price of sugar, coffee and gasoline; the availability of meat and fish; the level of taxes; the survival of wildlife; the size of our armed forces; the subject matter of television; the levels of employment and inflation; the tranquility of our spirits; and the image of reality of our future.*[1]

With the development of increasingly sophisticated technologies and the proliferation of multinational corporations, future generations of Americans will be even more influenced by developments beyond our shores.

How can young people be prepared to cope with the challenges of life in an interdependent world? "Given the nature of the contemporary world and the foreseeable future," argues Dr. Robert Leestma, "every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future."[2] It is with this in mind that the New York City Board of Education has introduced this three-semester course in Global History.

Whereas global education seeks to make students aware of the increasingly worldwide interdependencies linking people today, global history

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[1] Lee Anderson, Schooling and Citizenship in a Global Age, Bloomington, Indiana: Mid-America Program for Global Perspectives in Education, Indiana University, 1978, p. 9.

[2] Robert Leestma, "Education for a Global Age," Vital Issues, 28, March 1979, p. 1.

represents an attempt to determine the extent and impact of linkages between people and nations in the past. Global History is based on the premise that important changes have resulted from contacts between people and the resulting exchange of cultures; consequently, the concepts of cultural diffusion and interdependence are give particular emphasis in this course.

Cultural diffusion refers to the exchange of ideas, values, and products between societies, and the changes that result from such cross-cultural contacts. It can represent the conscious attempt of one society to spread facets of its culture, or it can be the by-product of military ventures, trade, or the migrations of people. Thus, as a result of the conquests of Alexander the Great, the Hellenic culture was fused with Oriental culture; trade between Europe and the Muslim world helped to bring about the Renaissance and the Scientific Revolution; and the migrations of North European tribes led to a fusion of Greco-Roman and indigenous cultures. Cultural diffusion can be horizontal, whereby the culture of a particular society has an impact on a contemporary society, as illustrated by the Chinese influence on Japan from the sixth to the eighth centuries. Cultural diffusion can also be vertical, in instances where the ideas or institutions of one nation influence later societies. This phenomenon is exemplified by the fact that the law code developed by the ancient Romans serves as the basis for the legal system in most Western nations today.

It should be emphasized that Global History does not embody a radical change in content matter; rather, it represents a shift in focus from a traditional curriculum which looks at culture and events in Eastern and Western civilizations as isolated developments, to a curriculum which examines the interchange between societies throughout history.

This course recognizes that although most civilizations have been agents and recipients of cultural diffusion, not all societies have been influenced by cultural diffusion to the same degree. Similarly, although regional interdependence existed even among the earliest civilizations, interdependence has not been a constant theme throughout history; indeed, global interdependence is a relatively recent phenomenon. Consequently, it will be noted that much of the content in this curriculum is contained in the traditional world history course. However, by stressing the impact of one society on another, and by emphasizing the contributions of non-Western cultures as well, this course is intended to dispel the myths and avoid the inaccuracies that invariably result from an ethnocentric view of history.

It is hoped that this study of global history will not only bring into focus the continuity, connectedness, richness and diversity of different civilizations, but will promote an understanding of the network linking nations today.

Global History Themes

SEMESTER I

Theme I: Many Factors Influence the Development of Civilizations.

Theme II: Early Civilizations and Cultures Developed Around the World.

This theme deals with four optional case studies of early civilizations up to the 10th century from the following list: the Middle East; Africa; Mesoamerica and Early South America; China; Japan; India; Southwest Asia.

SEMESTER II

Theme III: Changes in Thought and Actions Led to the Emergence of the Modern World.

Theme IV: Developing Democratic and Nationalistic Movements Have Had an Effect Around the World.

Theme V: The Industrial Revolution Had Global Impact.

SEMESTER III

Theme VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies.

Theme VII: Wars, Efforts for Peace, and Revolution in the 20th Century.

Theme VIII: Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today.

Concepts and Understandings

Concepts	Major Understandings
Civilization	Civilizations developed economic, social, and political systems based on their respective philosophies of life.
Religion	Religious ideas became a dominant cultural trait in some civilizations and later spread to different parts of the world.
Humanism	A new belief in human potentials and capacities replaced the idea of human weaknesses which needed God's help and favors.
Empire	The Romans controlled a vast Mediterranean area through a system of military roads, a single currency and one language to unite the people.
Cultural Diffusion	The Crusades resulted in increased trade and an exchange of ideas between East and West. Hellenistic and Roman culture spread to other parts of the world and Eastern culture moved to the Mediterranean world. Christianity became a major world religion. Contacts between and among civilizations were maintained through trade. Significant contributions in art, architecture, literature, mathematics, science, and religion were developed in specific civilizations and were spread to other civilizations.
Feudalism	A political system based on an economic structure, serfdom, and distinct social classes; different forms of feudalism evolved in areas such as Europe, Japan, and China.
Renaissance	A period of renewed interest in humanity and the creative arts and a bridge between Medieval and modern times.
Reformation	A period when economic and political concerns and an intellectual revolution

Concepts	Major Understandings
Reformation (Continued)	influenced a revolt against the Roman Catholic Church and encouraged the spread of Protestantism.
Counter Reformation	The reform and rejuvenation of the Roman Catholic Church and the establishment of the Inquisition to enforce conformity among Jews, Muslims and other Christians.
Scientific Revolution	Scientific discoveries emerged and brought about changes in navigation, map-making, warfare, mathematics, and what people thought about the universe.
Nation States	The development of a centralized political power was supported by a national feeling within specific countries such as Spain, England, France, Russia, and Japan.
Commercial Revolution	The Age of Discovery led to the explorations of new routes to Africa, Asia, the Americas, and to the introduction of slavery to the New World; mercantile class developed in Venice, Spain, Holland, England, India, and the Turkish Empire.

How to Use This Bulletin

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the Global History course. The materials presented in this guide represent suggested approaches for teaching Theme III of Global History.

Since this theme is rather detailed and comprehensive, it has been divided into several subthemes, which are themselves subdivided into learning activities, rationales, performance objectives, strategies, and worksheets.

Each learning activity relates to a particular topic within the subtheme and contains a rationale, performance objectives, numerous teaching strategies, and related worksheets.

The rationale explains the relationship of the topic to the overall subtheme, and identifies the important concepts and understandings to be taught. These concepts and understandings should serve as the major focus of the day-to-day lessons.

The performance objectives present specific knowledges and skills which students should achieve at the completion of the suggested strategies within a learning activity. This information and appropriate skills should be the basis upon which lessons are developed.

Strategies are suggested teaching techniques which illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons, and include a variety of techniques geared to enable the teacher to achieve the performance objectives of that particular learning activity. Each strategy provided in this curriculum bulletin aims to promote learning by including one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving. These strategies call for a variety of activities, including roleplaying, simulations, small group discussions, brainstorming, debates, research activities, interviews, and "hands on" experiences.

Worksheets, which follow the strategies, contain teaching/learning activities including such primary sources as photographs, diaries, documents, maps, charts, graphs, diagrams, speeches, and letters of a particular era. These materials should be used to give students opportunities to understand the value of primary sources and to evaluate their use in learning about past and present events. In short, the primary source material contained in the worksheets can become a viable basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that they are not expected to adopt all

the materials contained in this document for classroom use; indeed, it would be impossible to do so, owing to the extent and variety of the materials contained in this bulletin.

The strategies are only suggested approaches for teaching this curriculum. The variety of materials gives teachers options from which to choose in meeting the particular needs of their students. It should be noted that this curriculum does not specify how much time is to be allotted to each subtheme; thus teachers and supervisors are free to decide how much emphasis a particular subtheme should receive.

It should be further emphasized that although the materials contained within this document provide the ingredients for lessons, the strategies themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers should, however, integrate the materials and strategies into their daily lesson plans.

Furthermore, although this curriculum design contains a variety of materials not usually found in traditional textbooks, it is not intended as a replacement for the textbook; rather, these are supplementary materials which should enrich and enliven the teaching/learning process.

Content Outline

THEME III - CHANGES IN THOUGHT AND ACTION LED TO THE EMERGENCE OF THE MODERN WORLD

Theme III, which spans the period from ancient history to the emergence of the modern world, is the most comprehensive of all the themes in Global History. This section of the course does not represent a dramatic departure from the content of the previous curriculum, but it does contain a definite shift in emphasis from more traditional approaches.

While this part of the curriculum is Western-oriented, it is viewed from a decidedly less ethnocentric perspective. Thus the content in this theme focuses not only on the European impact upon the world, but acknowledges the cross-cultural influences which gave rise to such important developments as the Commercial Revolution. Consequently, the contributions of non-Western societies (such as the Muslim and Chinese cultures) and those on the fringe of Western civilization (such as the empires of the Byzantines and the Ottoman Turks) are given considerable attention in this theme.

A. The Ancient Greeks Influenced All Western Civilization

1. Geography was most important to the emergence of Greek civilization.

2. Greeks established democracy for citizens, with Sparta and Athens representing two contrasting views of the relationship between people and their government.

3. Socrates, Plato, and Aristotle developed the foundations of modern Western philosophy.

4. Homer, Aeschylus, Sophocles, Euripides, Aristophanes, and Sappho made significant contributions to literature, drama, and poetry. Polytheistic religions had a great influence on Greek culture including the arts and the Olympics.

5. The Greeks made significant contributions in the areas of historical study, architecture, sculpture, mathematics, and science, as shown by the work of Herodotus, Phidias, Pythagoras, and Archimedes.

6. Alexander the Great helped diffuse Hellenistic culture to many other areas and brought Eastern cultural develpments to the Mediterranean world.

B. Classical Culture Was Disseminated Throughout the Roman Empire

1. Rome built upon Greek civilization.

2. The Roman Republic, though not a democracy, was a model for the later development of representative government.

3. Roman Empire disseminated Mediterranean culture throught the regions it controlled (27 B.C. to 395 A.D.).

4. The legacy of Rome includes the Pax Romana, Roman law (the twelve tables), architecture (roads, aqueducts, marble buildings, architectural forms), historical writing (Livy, Plutarch, Tacitus), science (Galen, Ptolemy), and language (Latin and its influence on Italian, Spanish, French, Portuguese, and English.).

5. The major concerns and interests of Romans were quite similar to those of contemporary Americans.

6. Christianity became a major religion of the western world.

   a) The teachings of Jesus, as set down in the Gospels and further writings included in the New Testament, form the basis of Christianity.

   b) The basic beliefs of Christians emphasize the brotherhood of man, the idea of one God, the Ten Commandments, and salvation through Jesus Christ.

   c) Roman authorities viewed the rise of Christianity as a subversive threat. The harsh methods employed to suppress Christianity had the opposite effect of creating martyrs which served to catalyze further growth.

7. What brought about the decline and fall of the Roman Empire has occupied generations of historiographers who set down a variety of political, economic and social factors.

C. The Middle Ages Was a Transitional Period in European History

1. The invasion of Germanic and Hunnish tribes resulted in the fall of the Western Roman Empire. The invaders mingled various cultures and helped disseminate Christianity throughout Europe.

2. Feudalism evolved to meet the respective needs of the people of Japan and Europe. It was a political system which defined the relationship between rulers and their vassals.

3. The manorial system defined economic relationships between the serfs who tilled the land and the lords who gave them protection.

4. The world of Islam and China of the T'ang Dynasty (618-907) gave enlightenment to this period of history often called the Dark Ages. Significant Muslim and Chinese advances made Baghdad and Sian centers of the cultural world.

5. The Church of the Middle Ages was a social and political as well as a religious institution.

6. Trade led to the growth of towns and a revival of interest in global culture. Guilds regulated economic life within the towns.

7. Crusades and the introduction of gun powder led to the rise of nation-states and contributed to a gradual breakdown of medieval society.

   a) Trade and mobility replaced the static, self-sufficient manorial system

   b) Intellectual activity in market place and private scholarship challenged ecclesiastic monopoly on learning.

   c) Political interest groups, kings, and national loyalties replaced feudal responsibilities.

D. The Mongols Established Vast Empires in Europe and Asia

1. Coming out of Asia, the Mongol war machine swept into Europe and the subcontinent of India.

2. As did most invaders throughout history, the Mongols absorbed and adapted for their own use cultures of the people they conquered.

3. The Moguls (Mongols in India) set up a government system of Muslim rulers controlling a largely Hindu population.

E. The Nation-State Became the Basic Form of Political Organization.

* The sub-theme dealing with the Rise of the Nation State will be forwarded at a later time. It will be included in a supplement to Global History concentrating on reading skills which is now being developed.

1. Spain, England, France, Bohemia, and Russia were among important European powers.

2. Power was achieved by various means, such as wars of conquest supported by the merchant class, by arranged marriages joining two or more ruling houses, and by treaties and agreements both within and outside a country's borders.

3. National feeling, fortified by use of a common language and by state control of religion, helped to solidify power.

   a) Ferdinand and Isabel united Spain as a Catholic state.

   b) The Capetian and Valois kings were important in the creation of the French national state.

   c) King John of Bohemia, and especially his son Charles IV who became Holy Roman Emperor, built on centuries of uninterrupted rule by the Premyslids.

   d) The Dukes of Moscow established the foundations of the Russian state.

4. Sometimes the very shortcomings of a king led to increase of national power: In England, rebellious nobles forced King John to sign the Magna Carta, which forms the beginning of Common Law, still valid in the U.S. of today; in Bohemia, treachery of King Sigismund, which allowed the Church to burn John Hus, Rector of Charles University in Prague, at the stake, led to the Hussite uprising that greatly expanded Czech power while shrinking that of the Pope.

F. The Byzantine Empire Preserved and Disseminated Culture During the Middle Ages

1. The Byzantine Empire acted as buffer for Europe against invasions from the East.

2. A great civilization meshing the elements of Greco-Roman and Near Eastern cultures was established.

3. Under Emperor Justinian and Empress Theodora the empire reached its height.

4. Some Byzantine contributions to European culture were considerable, especially in architecture, art, religion, trade, the dissemination of the Justinian Law Code, and in scholarship. Drawbacks include not only a lack of creativity in literature, but codification of an artificial language based on ancient Greek, understood by scholars only.

G. The Ottoman Empire Fused Elements of Byzantine and Muslim Cultures

1. Ottoman Turks conquered the Middle East, the Balkans, parts of Central Europe, and Egypt.

2. The Empire's zenith came during the reign of Suleiman the Great.

3. Suleiman, though an absolute ruler, gained acclaim for tolerance of minority groups, and for establishing a promotional policy in government based on merit.

4. The evolving culture incorporated influences from Europe and Asia.

H. The Renaissance Represented a Rediscovery of Classical Civilization and Reawakened Interest in Worldly Matters in Europe.

1. Increased trade provided the cultural and intellectual fuel for the Renaissance.

2. There was a renewed interest in classical civilizations.

3. Scientific curiosity and humanist philosophy in monasteries and universities in the West was fueled partly by rediscovering the past and partly by contacts with enlightened men in other parts of the world.

4. Marco Polo, Petrarch, Machiavelli, Leonardo da Vinci, Lope de Vega, and Shakespeare showed interests similar to those of Greek, Roman, and Arabic writers.

5. Increased trade helped finance artistic patronage.

   a) The wealth of merchants supported the artistic efforts of Michelangelo, Rembrandt, the Mogul miniaturists, and the Chinese porcelain makers.

   b) The subject matter of artists reflected the interests of the time.

6. Increased trade helped finance monumental architecture.

   a) Important architectural works were built in Florence (the Pitti and Uffizi palaces), India (the Taj Mahal and the Red Port), China (The Imperial Palace), Peru (the cathedrals of Lima and Cuzco).

   b) Architecture reflected the political, commercial, and scientific interests of the time.

   c) Some major architectural works show definite cultural cross-currents in style: the Taj Mahal was built by a Mogul ruler with the help of Persian, Turkish, French, and Italian workers; the Cathedral of Lima, Peru, has Moorish windows showing Arabic-Spanish influences; the Cathedral of Cuzco, Peru, has carvings showing Inca-Spanish influences.

7. The activities of Leonardo da Vinci show the new interests of the "Renaissance Man."

8. The use of vernacular language for literature and printing became important.

9. Science began to be taught at universities for the first time.

10. There was renewed emphasis on the secular aspects of life.

11. The Renaissance became a bridge to modern times.

I. <u>The Scientific Revolution Challenged Traditional Attitudes and Beliefs</u>

1. Contacts between Muslims and Europeans gave Europe new scientific ideas and technology.

2. The scientific method applied Renaissance concepts to science.

3. European scientific thinking was greatly influenced by contact with the East.

4. Chinese printing was adopted and improved upon in Europe with the introdution of movable type, making books cheaper and more accessible.

5. The introduction of gunpowder (invented in China) helped rulers to control national states.

6. Galileo's interest in science brought him into conflict with the Roman Catholic Church.

7. Scientists of one generation built on the works of scientists from other lands and other generations. The works of Newton, Harvey, Vesalius, Ptolemy, Copernicus, and Kepler were important contributions to the scientific revolution.

J. The Age of Discovery Created a Network of Global Contacts

1. The Crusades, actions intended to bring Jerusalem under control of the Roman Catholic Church, resulted in contact between East and West and the desire for increased trade and the exchange of ideas.

2. Marco Polo's account of his stay in China generated great interest among Europeans.

3. Trade routes connected Europe, Africa, Asia, and the New World.

4. The West desired goods such as silk, spices, and porcelain from the East, and the East desired goods such as furs and wood from the West.

5. The Arabic mariners' compass and astrolabe, combined with the accurate chronometer invented in Europe, enabled Europeans to navigate and charter unknown seas.

6. Chinese explorers during the Ming Dynasty embarked on voyages to parts of Asia and Africa.

7. The Age of Exploration initiated a search for colonies by several European maritime nations.

K. Reformation and Counter-Reformation Ended Religious Unity in the West

1. In the Reformation and Counter-Reformation movements, new ways were devised to interpret the European Christian heritage in terms of humanism, science, individualism, and nationalism.

   a) Erasmus, Luther, Zwingli, Calvin, and Henry VIII contributed to the religious movement opposed to the prevailing Roman Catholic doctrine. Each modified this doctrine in a unique way.

   b) Ignatius Loyola represented the reaffirmation of the ideas of the Roman Catholic Church in the Counter-Reformation.

   c) Missionaries attempted to win converts, thereby diffusing Christian culture around the world.

2. The Inquisition was an instrument used by the Roman Catholic Church to force adherence to its doctrine. The Inquisition affected Jews, Muslims, and Christians.

L. The Commercial Revolution Introduced an Age of Economic Interdependence.

1. The Italian city-state monopoly of Mediterranean trade led to explorations that opened routes to Africa and ultimately resulted in the discovery of the Americas.

2. Maps made by European map makers during this period show how their perception of the world changed.

3. The importance of trade can be seen in the rise of a mercantile class in Venice, Spain, Holland, England, the Turkish Empire, and India.

4. Thriving trade empires developed in West Africa.

5. Indigenous crops were transplanted to other areas.

   a) The white potato, the sweet potato, corn, peanuts, and cassava (tapioca) were brought from the New World to Europe, Asia, and Africa.

   b) Sugar production techniques were brought to the New World from India and Egypt.

   c) Coffee from Ethiopia and Arabia was brought to the New World as a crop, and became an important beverage in Europe and the Americas.

   d) Tea from China, India, and East Asia became an important beverage in Europe and the Americas.

6. The economic relationship of Africa, Europe, and the Americas encouraged Black slavery.

   a) Slavery was an important part of the triangular trade involving Africa, Europe, and the Americas.

   b) Because of particular economic and social needs, slavery developed differently in the European colonies in the Americas; it was harshest under the Dutch and English, less harsh under Spanish administration.

GLOBAL HISTORY II
A SUGGESTED CALENDAR OF LESSONS

A suggested calendar of lessons is provided below as a guide for approaching Global History II on a daily basis. Most suggested lessons contain both an evaluative and power aim. The evaluative aim, more specific than the power aim, poses a historical problem which should engender controversy. The power aim, more conceptually based, encourages thinking on the highest levels (generalizations, evaluations). Such aim is more easily adaptable to the inquiry lesson. This calendar of lessons intentionally contains much more material than can possibly be covered within a semester. Rather than being a mandate, the structure below has been prepared in response to many requests from teachers and supervisors; it may be modified to suit the needs of individual districts, schools, and classes.

Caveat: These strategies will help teachers to plan their lessons. However, teachers may have to add their own source material so that students can fully answer the aim questions.

LESSON	AIMS AND CONTENT POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
1	PA: How important is geography to a nation's development? EA: Did geography help or hinder the spread of Greek civilization? Content: Geographical influences on Greek civilization.	Greece	1, 2
2	PA: Does religion reflect a people's culture? EA: Were Greek values reflected in their gods? Content: Greek gods; myths; Olympics as a tribute to the gods.	Greece	3, 13
3	PA: Is democracy the best form of government? EA: Did Sparta or Athens provide a better form of government for the Ancient Greeks? Content: Government of Athens vs. Sparta.	Greece	4-7
4	PA: What makes a teacher great? EA: Was Socrates a great teacher? Content: Socrates the teacher; Socrates vs. the state.	Greece	8-9

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
5	PA: Should we measure a civilization by its achievements in the arts and sciences? EA: How advanced was Greek art and science? Content: Achievements in medicine, science, and architecture.	Greece	9-12, 14
6	PA: How do past civilizations influence comtemporary society? EA: Does ancient Greece deserve to be called "the Cradle of Western Civilization?" Content: Greek contributions to the world in art, science, religion, government.	Greece	15
7	PA: Is the imposition of one people's culture upon another a worthwhile goal? EA: Should Alexander the Great be praised for his efforts to spread Greek culture? Content: Alexander's goals; Alexander's empire; Alexander as general.	Greece	16-19
8	PA: Can there be a universal culture? EA: Did the Hellenistic period produce a universal culture? Content: Alexandria as a center of Hellenistic culture; Hellenistic arts and culture; Greek legacy today.	Greece	20-24
9	PA: Is copying another people's culture good for a society? EA: Should the Romans be admired for copying Greek culture? Content: Rome borrows alphabet, architecture, and religion from the Greeks.	Rome	1-4
10	PA: Does a republican form of government reflect the voice of the people? EA: Does American government owe a debt to the Roman Republic? Content: Structure of the Roman Republic; slavery.	Rome	5-6

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
11	PA: Is conquest the most effective way to spread one's culture? EA: Could the spread of Roman culture have been possible without dictatorship? Content: Pax Romana; emperors; trade routes.	Rome	3-6
12	PA: How can we best learn about a people's culture? EA: Can we learn about Roman civilization by studying the daily lives of its citizens? Content: Gladiators; women's liberation; depravity in Rome.	Rome	7
13	PA: How should a government meet the challenge of ideas it considers threatening? EA: Did Roman reaction to Christianity encourage or discourage its spread? Content: Message of Jesus; Roman methods of dealing with Christians.	Rome	12-14
14	PA: Must all great civilizations collapse? EA: Was the collapse of Rome inevitable? Content: Historiography of the decline and fall of the Roman Empire.	Rome	15-16
15	PA: How do group stereotypes develop? EA: Were the Germanic invaders "barbarians?" Content: Germanic invasions; daily life of Germanic tribes; Charlemagne.	Middle Ages	1-3
16	PA: How far should people go to bring "law and order" to a society? EA: Was feudalism the best way to provide security to the people of the Middle Ages? Content: Europe during the Middle Ages; feudal obligations; conflict of loyalties created by feudalism; Japanese vs. European feudalism.	Middle Ages	4-8, 10A

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME STRATEGY
17	PA: Can a self-sufficient economy adequately meet people's needs? EA: Did manor-living meet people's economic needs during the Middle Ages? Content: Organization of the manor; life of the serf.	Middle Ages 9-10
18	PA: Should organized religion play an active role in everyday life? EA: Did the Church act to bring progress to the Middle Ages? Content: The Church in political, economic, and religious life.	Middle Ages 11
19	PA: How do we determine what is an advanced civilization? EA: How advanced were the Muslims during the Middle Ages? Content: Scientific advances; Baghdad as a cultural center in the Middle Ages.	Middle Ages 12-14
20	PA: Do peoples' values change with the times? EA: Are the values of feudal society still important today? Content: Jousts; chivalry.	Middle Ages 15-17
21	PA: Has the growth of cities led to better life for people? EA: Did the growth of medieval towns provide better living for people of the Middle Ages? Content: Growth of medieval towns; guilds.	Middle Ages 18-19
22	PA: Can there be a period of time without cultural advancement? EA: Should the medieval period be called the Dark Ages? Content: Historiography: Middle Ages, culture and learning.	Middle Ages 10, 25
23	PA: Can a civilization benefit by being defeated in war? EA: Did Europeans win more than they lost by being defeated in the Crusades? Content: Causes of the Crusades; results of the Crusades.	Middle Ages 21-22

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
24	PA: How does great change in history take place? EA: Did the Crusades cause the end of the Middle Ages? Content: Gunpowder in war; Tokugawa feudalism; legacy of the Crusades.	Middle Ages	23-24
25	PA: Can a conquering people be overcome by the culture of the conquered people? EA: Did Mongol conquests lead to the spread of the culture of the conquered people? Content: Case study of the Mongols in either China, India, or Russia.	Mongols	1-5
26	PA: What makes for a great civilization? EA: Was the Byzantine Empire a great civilization? Content: Justinian as ruler; trade routes; Byzantine culture.	Byzantine Empire	1-5
27	PA: How do we identify a great leader? EA: Was Suleiman the Great a great leader? Content: Suleiman the Great; the Turkish Army; civil service system; toleration of minorities.	Ottoman Empire	1-5
28	PA: Does cultural progress need an economic base? EA: Would the Renaissance have taken place without a revolution in trade? Content: Definition of Renaissance; Muslim trade routes; effects of trade; Muslim influence.	Renaissance	1-4
29	PA: How do we define the term revolution? EA: Did the Renaissance represent a cultural revolution? Content: Renaissance art; architecture; humanism.	Renaissance	5-12
30	PA: Can scientific progress take place in a religious society? EA: Could the Scientific Revolution have occurred without the Renaissance? Content: Europe before the Scientific Revolution; Muslim contribution; Chinese contribution.	Sci. Rev.	1-8

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
31	PA: Can a scientific revolution be the product of one society? EA: Should European society be credited for the Scientific Revolution? Content: Contributions of scientists of different eras; summary of scientific achievement during this period.	Sci. Rev.	9-10
32	PA: How do we develop our heroes? EA: Should the explorers of the Age of Discovery be considered heroes? Content: Voyages of discovery; reactions of the discoverers and the discovered; technological improvement; Chinese role.	Age of Disc.	1-12
33	PA: Can we predict when people are ripe for revolution? EA: Was the Protestant Reformation a religious or political revolt? Content: Causes of Reformation; Luther; Calvin; Henry VIII.	Ref. Counter Ref.	1-8
34	PA: Can the spread of revolutionary ideas be stopped? EA: Was the Counter Reformation successful? Content: Inquisition; Council of Trent; evaluation of Counter Reformation efforts.	Ref. Counter Ref.	11-20
35	PA: Can we identify the ingredients in a commercial revolution? EA: Was the Commercial Revolution the product of one civilization? Content: Europe before the Commercial Revolution; early European trade; African trade empires; development of nation-states.	Comm. Rev.	1-12
36	PA: Does Capitalism encourage economic growth? EA: Was Capitalism crucial to the beginning of the Commercial Revolution? Content: Mercantilism; development of capitalist institutions.	Comm. Rev.	12-17
37	PA: Must an economic revolution result in economic exploitation? EA: Were the global effects of the Commercial Revolution beneficial to all peoples? Content: Slave trade; positive and negative effects of the Commercial Revolution.	Comm. Rev.	18-21

Subtheme A *Classical Greek Civilization*

SUBTHEME A: *THE ANCIENT GREEKS INFLUENCED ALL WESTERN CIVILIZATION*

LEARNING ACTIVITY 1

RATIONALE

The process by which civilizations have borrowed and adapted from other societies is known as "cultural diffusion." This phenomenon is a key element in determining the values and institutions of any society. Few civilizations had as great an impact on succeeding civilizations as that of ancient Greece.

It is to Greek civilization that Western man owes his greatest debt. The ideals of democracy, freedom and equality can be traced directly to ancient Greece; in fact, the common cultural tradition of all Western civilization is in large part a result of the unifying influence of Greek philosophy.

The civilization that emerged on the Greek peninsula and had its Golden Age during the period 461 to 429 B.C. was characterized by a strong devotion to liberty and a belief in the nobility of human achievement. The Greeks glorified the individual as the most important creature in the universe. The attitude of the Greeks was thus worldly and rationalistic. These attitudes, values, and beliefs became the very foundation of Western civilization. They continued to form the basis of our own American culture.

Greek (Hellenic) civilization developed from a combination of two earlier civilizations: Minoan (3000 - 1400 B.C.) and Mycenean (1400 - 1100 B.C.). Geographical factors partially explain the emergence of a very rich culture on the Greek peninsula.

The fall of Mycenae ushered in a period which historians now refer to as the Dark Ages of Greek civilization. Our knowledge of this period comes mostly from Homer's great epic poems -- The Iliad and The Odyssey. The Greeks of this time believed in gods who lived on Mt. Olympus, having human emotions, faults and follies and who actively intervened in the affairs of men.

After 800 B.C., the small tribal units that existed during the Dark Ages gave way to larger political units -- the Greek city-states. The city-states of Athens and Sparta represent contrasting ways in which the citizen was related to the state. The questions posed by these differing ways of life are still relevant for us today.

PERFORMANCE OBJECTIVES

Students will be able to:

- Make hypotheses about daily life in Greece after examining artifacts and other primary sources.
- Locate Crete and Mycenae, the lands of the two earliest Greek civilizations.
- Explain how geographical factors (mountains, plains, the sea, coastline) influenced the development of Greek civilization.
- Explain the role of the gods in the lives of the earliest Greeks.
- Explain how myths functioned in the lives of the ancient Greeks.
- Compare and contrast the role of the gods in the lives of the ancient Greeks with the role of gods in Eastern and Middle Eastern cultures.
- Compare and contrast the relationship of the individual and the state in Athens and Sparta.
- Evaluate the extent to which Athens met the democratic ideal.
- Compare Athenian democracy with American democracy.

STRATEGY 1

The Greeks were an advanced civilization as confirmed by artifacts depicting daily life in Greece.

- Distribute Worksheet A-1, "Greek Archaeological Discoveries: Clues to the Past" and have students follow the directions on the Worksheet.
  - Call for volunteers to write their solutions to this historicaly mystery on the chalkboard.
  - Have students critique these and try to derive by consensus some ideas about daily Greek life.
- Distribute Worksheet A-2, "Solutions to Greek Archeological Mystery" which identifies the artifacts on Worksheet A-1. Ask students to explain their answers to the following questions:
  - How well did we do in our roles as archeologists?
  - What do we learn about Greek life from these artifiacts?
  - How well do these artifacts explain to us what Greek life was like?
  - What are the disadvantages of relying on information such as this?
  - What other information about daily life in Greece would you like to know? How would you find it out?
  - Would you have liked to live in Greece at this time? Explain.
  - Why do you think ancient Greece is described as an advanced vivilization? Does this evidence support the view that ancient Greece should be considered a great society?

STRATEGY 2

- Geography influenced the development of Greek civilization. Distribute Worksheet A-3, "Geography and the Greek World." First have students examine the top map and ask the following questions:
  - Place an "A" by Crete and a "B" by Knossos, the leading city of Minoan civilization.
  - Place a "C" by Mycanae.
  - How far, in terms of miles and kilometers had the Mycenaean culture spread? How does the map explain this?
  - How does this map explain Crete being called "a bridge" between the Middle Eastern world (Egypt, Phoenicia) and the Mediterranean world? In what areas would you expect the cultures of the Middle Eastern and Mediterranean worlds to be similar? How does the information contained on this map account for the development of the Greek alphabet?
  - The ancient Greek people developed small, independent settlements called city-states instead of one large unified country. How does the geography of Greece help explain this? Did this help or hinder the development of Greek civilization? Would you prefer living in small independent settlements to one large country? Explain.
  - How important has geography been to the development of the United States? Explain. Is geography as important today in the development of nations as it was in the period of ancient Greece?
- Have students use the map to complete the chart on Worksheet A-4.

STRATEGY 3

- By about 700 B.C. the Greek people had developed religious beliefs that remained mostly unchanged for centuries to come. Although some of the many gods worshipped by the Greeks were adopted from earlier civilizations, the Greek gods were in fact quite different from the gods of the Middle East and the Mediterranean.
- Distribute Worksheet A-5, "Pluto and Persephone." Inform students that ancient Greeks loved to tell stories about the adventures of their gods and goddesses. These stories are called myths. Ask students to read both myths and then proceed with the following questions:
  - What was the myth of Pluto and Persephone about? Why is this called a myth?

- Why do you think the early Greeks told the myth of Pluto and Persephone? How do you explain the Greeks worshipping gods like Pluto?

- If you met an ancient Greek, how would you explain the change of seasons to him or her?

- How is the god Pluto different from the God of the Old and New Testaments?

- How did the Greeks view their gods in relation to man? How were they similar to man? How were they different?

- Did you enjoy reading this myth? Would it be popular reading among Americans today? Why? Why not?

- Make up your own Greek god and create a myth. Can you draw a picture of what the god would look like?

STRATEGY 4

- The Greeks began to emerge from their Dark Ages after about 800 B.C. The development of city-states was one aspect of the Greek revival of culture that culminated in the Age of Pericles. Some of the Greek city-states gradually evolved along the lines of Athens. Sparta, however, represented a different way in which the citizen was related to his state.

- Examine Worksheet A-6, "Athenian and Spartan Ways of Life" with students. The following questions should encourage discussion:

  - How was life in Athens different from life in Sparta? (What were the major characteristics of life in each?)

  - Which was more important in Athens-- the state or the individual? Explain. How does this compare with Sparta?

  - Why was education in Sparta so limited? Why were contacts with foreigners discouraged?

  - Why do you think the Spartan government is often called a totalitarian type of government? (The root word will give you a clue.) Why do you think many people accepted this form of government? Explain. Are there times when a totalitarian government is preferable to other more democratic forms of government?

  - Why do you think the Athenian type of government became known as democracy (demos is the Greek word for "the people")?

  - What do you think it would have been like to live in ancient Sparta?

  - Suppose you were an ancient Greek. Would you rather have lived in Athens or Sparta? Explain the advantages and disadvantages of life in each city-state.

  - How would you explain Pericles' statement that people who did not participate in government were "useless"? Do you agree? How would he view the many Americans who do not vote? How can you explain this? (The Greek word for an individual who did not participate was "idiotes".)

  - Has our American society adopted more Spartan or Athenian ideas? Explain. Are there any governments today that are similar to Sparta? Are our schools run more like the government of Sparta or Athens?

- This discussion might be followed up by asking students to pretend they are ancient Greeks who have just been offered the opportunity of becoming citizens of either Sparta or Athens. They are to write a letter to a friend, giving reasons for their choice of citizenship.

STRATEGY 5

- Distribute Worksheet A-7, "The Limits of Athenian Democracy." Tell students that they will see a play re-enacting a street scene that might have taken place in Athens in 450 B.C. Select students to perform the various roles. Before the play begins, have students draw the following chart in their notebooks:

ANCIENT ATHENS	
DEMOCRATIC FEATURES	UNDEMOCRATIC FEATURES

- Instruct students to list democratic and undemocratic features of Athenian government that are suggested by the play.

- After the play, examine Worksheet A-8, "Athens 450 B.C.," with students and ask the following questions:

  - In what ways could Athens be described as democratic? Undemocratic?

  - How can you explain historians describing Athens as a democracy considering the treatment of women and the existence of slavery? Has the definition of democracy changed over the years? Explain.

  - Considering that less than 50 percent of eligible Americans voted in the last presidential election, should the United States be called a democracy? What steps would you suggest to increase citizen participation in our government?

STRATEGY 6

· Hand out Worksheet A-9, "Governments of Athens and the United States Compared." Explain to students that governments serve three functions: make the laws, enforce the laws and interpret the laws (judge). Go over the terms used for these three "branches" of government (legislative, executive and judicial). Then ask the following questions:

- How do the symbols on the charts represent each branch of the government in Athens and the United States?

- How is American government different from the government of ancient Athen? How is it similar?

- The United States today is called an indirect democracy while Athens is considered an example of a direct democracy. How would you explain the difference in the two terms?

- Would you prefer to live in a country where there is a direct democracy or a representative democracy? Explain.

- In what ways was ancient Athens more democratic than the United States today? In what ways was Athens less democratic? Would it be a good idea to elect a president yearly as was done with the executive in Athens? Why? Why not?

- Do you think it was a good idea to allow all Athenian citizens to vote in the assembly on new laws? Should we do the same in the United States today? Could we?

- The selection of people to public office in Athens was determined in a lottery (by lot) in which all citizens were eligible. Is this more democratic than the selection of public officials in the United States today? Should the United States do the same today? Explain.

· A teacher might want to begin a lesson by distributing Worksheet A-7, whiting out the title "Government of Athens," and telling students this is a plan to reform American government. Ask for reactions.)

STRATEGY 7

- Athenian and Spartan society raise questions about the individual's relationship to the state that are still significant today. A "values clarification continuum" excercise will encourage students to take positions on these issues and explain their stands.

- Draw a continuum across the length of the chalkboard as follows:

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
Strongly Disagree										Strongly Agree

First, explain that the continuum is a diagram that will help us see the degrees of opinion that exist in the class. Make sure students understand the significance of each number (position). Then ask four or five students to voluntarily come up to the board and place themselves in line on the continuum according to how they feel about the following issues:

- American boys should be trained from an early age to defend their country.
- Young women should be trained to defend their country.
- America's doors should be closed to foreigners.
- Citizens should obey their government without question.
- An American who does not vote is a "useless character."
- It is a citizen's duty, no matter how busy he/she is, to serve on a jury when called.
- Americans should choose their lawmakers by lottery. All citizens over 18 should be eligible.
- A government that has control over its citizens will last longer than a government that allows its people freedom.
- Society should not keep defective individuals (for example, sick infants, old people, etc.) alive.
- Children should be taken away from their parents at a young age and educated in government-run schools.
- The rights of minorities should be protected to the extent that if two equal candidates apply for a job, the minority candidate should get it.
- Citizens should have to pass a test to be able to vote.
- Governments should encourage citizens to develop strong minds as well as strong bodies.

- Seated students can ask those at the board to explain their positions, However, no argument or cross-examination may take place. Students can "pass" on their explanations.

SUBTHEME A: *THE ANCIENT GREEKS INFLUENCED ALL WESTERN CIVILIZATION*

LEARNING ACTIVITY 2

RATIONALE

The period from 461 to 429 B.C. has become known variously as the Age of Pericles, the Golden Age or the Hellenic Age of Greek culture. Having led the other city-states in an ultimately successful war against the Persian Empire (493 --479 B.C.), Athens had become the very heart of Greece. The other Greek city-states, as well as her newly won colonies, looked to Athens as the dazzling and exciting center of cultural life.

Athenian culture was based on the conviction that man was master of himself and of his world. Indeed, no other ancient people believed that man was capable of so much. Humanism flowered during the Age of Pericles in Athens; The value that Athenians placed on man--his mind as well as his body--is reflected in the philosophical writing, science, art and architecture, as well as in the games of the Greeks. Greek values formed the basis of our Western civilization and their influence is found around the world today.

PERFORMANCE OBJECTIVES

· Students will be able to:

· List and evaluate Athenian cultural contributions to the modern world.
· Discuss the contributions of Greek scientists to modern medicine.
· Describe and evaluate the Socratic method.
· Evaluate Socrates' decision to die rather than change his beliefs.
· Explain Aristotle's contributions to modern science.
· Apply Aristotle's "scientific method" to a modern social science problem.
· Compare and contrast the contemporary Olympics with those of ancient Greece.
· Analyze the themes of Greek poetry written by Sappho.

STRATEGY 8

- The Greeks held man's intellect (ability to reason and learn) in high esteem. They believed that man could use his intellect to study the laws of nature and to think about the meaning of life. The Greeks called those who searched for wisdom "philosophers" (lovers of wisdom). Socrates was one such philosopher.

- Distribute Worksheet A-10, "A Socratic Dialogue." Choose two students to take the parts of Socrates and his student Lysis. Before the role play begins, tell the class that Socrates believed that people could discover truth only if they knew how to think. After the role play, ask the following questions:

  - What did Lysis learn in this lesson?

  - How would you describe Socrates' method of teaching? How would you compare Socrates' method of teaching with your teacher's method?

  - Before this conversation began, did Socrates already know the "true" reason why Lysis' parents let him do some things and not others? If so, should he just have told Lysis the "truth" and avoided this long conversation?

  - Do you think Socrates' method of teaching is a good method? Why or why not? Would you like to have a teacher like Socrates? Explain.

In order to understand Socrates' method better, students should partake in the following exercise:

Write on the board sentence A below. Then leave sufficient space and write sentence B towards the bottom of the board. Have students fill in the steps in their notebooks which led Lysis statement A to statement B.

A. "A person is not happy unless he can do all that he likes."

B. "A person should only be allowed to do those things about which he has enough knowledge."

- What contributions did Socrates make to modern man?

- As an application, have students evaluate their teachers to determine how many of them use the Socratic method. How many used other methods? What are those other methods? Why is Socrates praised for the teaching method he employed? Should teachers be using his method today?

STRATEGY 9

Socrates was considered by some to be the wisest of men. However, at a time when Athens was struggling against heavy odds in a war with Sparta, Socrates angered the leaders of Athens by encouraging the young to question the very foundations of Athenian life. These leaders accused Socrates of not believing in the gods, and of corrupting the youth. If found guilty, his penalty would be death or exile.

· Distribute Worksheet A-11, "Socrates Decision," and have students complete the exercise on the page.

· Examine Worksheet A-12, "The Global Times--Socrates Dies...."

Ask the following questions:

- How did Socrates' decision compare with the choice you thought he should make?

- Do you think in dying Socrates ensured that his ideas would live on forever? Explain.

- Why did he choose to die rather than give up his beliefs? Do you know of modern people who made similar decisions? Were they fools or do you admire them? Explain.

- Socrates chose death rather than do something he considered wrong. Would you be willing to die for an idea or principle in which you believe? Explain.

- Socrates once said, "The unexamined life is not worth living." What do you think he meant? Do you agree or disagree?

- Suppose you were the leader of Athens and truly believed that Socrates was spreading ideas dangerous to the very existence of Athens. How would you have dealt with Socrates? Do you think that killing a person with a dangerous idea is the best way to stop the spread of the idea?

STRATEGY 10

· Distribute Worksheet A-13, "Aristotle's Contributions to Science." Focus discussion with the questions below the reading.

· Tell students that Aristotle's scientific method has often been used

to solve social studies problems as well as problems in science.

Divide the class into small groups. Assign each group one of the following social science problems. Ask them to apply the scientific method to that problem by brainstorming some of the possible steps they would go through to solve it.

- National statistics show an increase in the crime rate.
- High School truancy continues to trouble educators.
- Cigarette smoking has decreased among males but increased among females.
- Instances of child abuse are increasing at an alarming rate.
- Divorce rate in the United States is skyrocketing.

STRATEGY 11

- Medicine is one area of Greek science where progress was made through careful observation and experimentation. Hippocrates and other Greek doctors believed that disease came from natural causes rather than from the behavior of the gods. This revolutionary belief led to further knowledge of the human body.
- Have students read Worksheet A-14, "Case Histories from Ancient Greece," and then explain their answers to the following questions:
  - What does this tell us about the practice of medicine in ancient Greece? How do these readings indicate the adoption of the scientific method?
  - Why was epilepsy termed a "Sacred Disease"? How advanced was medical practice in ancient Greece? Explain. Why does the doctor conclude that all diseases are centered in the brain? Would a doctor today agree? Why might doctors today say we are in debt to the Greeks? Would you agree?
- Have students read "Greek Medicine," on Worksheet A-14. Discuss the questions that follow the reading.
  - What obligations does this oath ask of a doctor?
  - Why is it administered today? Explain.
  - Do you think abortion should be prohibited?
  - In the case of a terminally ill woman, should a doctor be prohibited from ending her life if she requests it?

STRATEGY 12

- Greek architecture has influenced American architecture. Examine Worksheet A-15, "Greek Influence on American Architecture." Ask the following questions:
  - How does the architectural design of our Supreme Court building compare with that of the Greek Parthenon?
  - How would you compare the tops (capitals) of the columns on each building?
  - Why do you suppose the architects of our nation's capital city modeled our Supreme Court building on the Greek Parthenon?
  - Do you think the Parthenon deserves its reputation?
  - What other American buildings show Greek influence? (the Capitol, Metropolitan Museum, Federal Building on Wall Street, Main Post Office on 42nd Street, various banks, etc.)
  - Air polution and crowds of tourists are doing severe damage to buildings such as these. How concerned should we be? Explain.
  - Are there any American buildings that you think should be preserved at all costs?
- Distribute Worksheet A-16, "Examples of Greek Architecture."
- Ask students to identify the similarities and differences in these styles of architecture. Which types of architecture do you find on the Parthenon? The Supreme Court?
- As a follow-up, students could be asked to survey their neighborhoods (or other areas of the city) to find as many examples as they can of architectural features that show Greek influence (e.g., columns, stone carvings). Written or oral reports might be given.

STRATEGY 13

- Distribute Worksheet A-17, "A Day at the Olympics." Ask students to read the description of the Olympic games and then ask the following questions:
  - How do our modern Olympic games compare to the ancient Greek Olympics? List likenesses and differences.
  - What does the Greek emphasis on sports tell us about them?
  - Are Americans today as interested in physical fitness as were the ancient Greeks? Give evidence. Should we be?
  - Do you agree with the Greek view that a sound body is as important as a sound mind? Explain.

- Women were not allowed to compete in the ancient Olympics. How can you explain this? Was it fair? Explain. Should men and women compete side by side in modern Olympics?

- Was it a good idea to judge races on the basis of form as well as time? What does this tell about Greek values? Should we have a similar rule in today's Olympics?

- Why did Greeks emphasize individuals in competition? Should we eliminate all team sports in the modern Olympics?

- Do Americans make heroes out of their Olympic winners the way the Greeks did? Should we do so? (Examples: Mark Spitz, Bruce Jenner, Jesse Owens, Dorothy Hamil, Beth and Eric Heiden.)

- In 1980, a controversy developed when the United States government asked American athletes to boycott the Olympics (which were being held that year in the U.S.S.R.) as a protest against the Soviet invasion of Afghanistan. Our athletes did not participate. Should they have? Should politics mix with the Olympics? Explain.

- In the Greek Olympics, only the winners received the prizes--the laurel wreaths. Winning was all that counted. There were no silver or bronze medals. Should silver and bronze medals be given? Would the Olympics promote greater brotherhood of nations if no awards were given?

- The cartoon on Worksheet A-18, "Playing the Game," illustrates some of the problems associated with our modern Olympic games. Use the questions under the cartoon to focus discussion.

STRATEGY 14

The Greeks' love of theater and literature has been passed down to us today. Ancient Greece's greatest poetess, Sappho, was so acclaimed that she was disignated the "Poetess" as Homer was designated the "Poet."

- Distribute Worksheet A-19, "Sappho's Poetry," and have students read the poem fragments and answer the following questions:
  - What are some of the topics Sappho is concerned with?
  - What feelings do you get reading the poetry?
  - Why do you think Sappho was designated the Poetess?
  - What does this poetry tell us about the ancient Greeks?
  - Why do many people consider this poetry an important contribution of the ancient Greeks?
  - Would Sappho be a popular poetess today?

STRATEGY 15

Many of the important Greek contributions to the modern world are symbolized in Worksheet A-20.

- Distribute Worksheet A-20, "Greek Contributions to the World."
  - In the space to the left of each item on Worksheet A-20 have students identify which contribution is represented.
  - In the parenthesis ( ) have students order these Greek contributions to the modern world from 1, being the most important to 6, being the least important.
  - After the contributions have been identified, list each in a separate column on the chalk board. Then have each student place his rating for the significance of each contribution in the appropriate column.
  - Ask students to defend their ratings.

SUBTHEME A: *THE ANCIENT GREEKS INFLUENCED ALL WESTERN CIVILIZATION*

LEARNING ACTIVITY 3

RATIONALE

After the Persian Wars, Athens and Sparta vied for control of Greece. Sparta emerged victorious in the ensuing Peloponnesian Wars, but was never able to unite the Greeks.

Into this situation stepped Philip of Macedon. The Macedonians lived north of Greece. They were a less civilized, warlike people related to the Greeks. Philip conquered the Greek city-states and planned to attack Persia, but he was assassinated before he could proceed. His twenty-year-old son, Alexander, inherited his throne and his ambitions. Alexander was truly one of the most remarkable men in history.

Between 336 and 323 B.C., Alexander the Great conquered the entire Persian Empire, Asia Minor, Egypt, the Fertile Crescent and Persia. He also subjugated the Indus River region of India. Then, at the age of thirty-three, Alexander fell ill and died.

Most importantly, he opened the way for the fusion of Greek, Middle Eastern and Oriental cultures that was to become known as the Hellenistic Age. As a result of his conquests, Greek influence spread to India, where it was carried still further east to China and even to Japan. Some elements of Greek culture filtered down into parts of Africa, although it was in ancient Rome that Greek culture found its best reception.

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the leadership qualities of Alexander the Great.
- Locate the empire of Alexander the Great.
- Explain how Alexanxer attempted to use conquest to spread Greek culture around the world.
- Analyze the pros and cons of Alexander's policy of fusing Greek culture with the cultures of his conquered peoples.
- Recognize both Greek and Middle Eastern or eastern elements in the art and architecture of the Hellenistic period.
- Describe Alexandria's role as the center of the Hellenistic world.

STRATEGY 16

An indication of the special kind of person Alexander was appears on Worksheet A-21, "Alexander the Great." The famous historian Plutarch indicates how Alexander attempted to infuse Greek culture throughout his empire.

- Distribute Worksheet A-21, "Alexander the Great." Have students complete the exercise on the bottom of the page.

- Have students explain their answers to the following questions:

  - From this reading how would you describe Alexander the Great? Explain. What qualities did Alexander have to make him a great leader? Explain.

  - How does the author describe the people conquered by Alexander the Great? Circle the words which indicate the author's feelings about the conquered peoples.

  - The peoples described by Alexander the Great as barbarians were the Indians and Persians, who were in fact among the most advanced civilizations of their time. How can you explain this description? Underline the facts used by the author to support the description of the barbarians. Was the use of the term barbarian to describe Indians and Persians, justified?
  - How did Alexander attempt to bring Greek culture to other people? What evidence is there that he was successful? Was he wise to do this?

  - If you were a Persian how would you feel about being conquered by Alexander? Do you think losing one's independence is a fair price to pay for becoming "civilized?"

  - Does civilization benefit from the mixing of cultures or is it better to preserve differences among ethnic groups? Explain.

  - Can an empire be held by force alone? Explain.

  - Was Alexander's goal of one world government possible? Is it something we should strive for today? Will there ever be a brotherhood of man?

- Distribute Worksheet A-22, "How Great Was Alexander?" Have students indicate their opinions about Alexander and give reasons for their opinions. Conduct a class discussion based on the poll.

STRATEGY 17

Alexander hoped to spread Greek culture around the world by conquest. The Indians were reluctant to become "civilized" as the accounts of the battle illustrate. Among the prisoners captured by Alexander's army were a group of Brahmans (Indian wise men) with whom Alexander conversed.

- Tell students to assume they are Greek soldiers living at the time Alexander the Great was ruling. Write the following on the chalkboard:

  "You have been ordered to report for service with the army on the battle front in India."

- Ask students:

  - How would you feel about receiving such a notice? Frightened? Enthusiastic? Uncertain? Other? Explain.

  - What do you think it would have been like to fight in the war with Alexander to capture India? Explain.

- Distribute Worksheet A-23, "On the Battlefront With Alexander in India," and have students explain their answers to the following questions:

  - Based on what you read, how would you like to have been a Greek soldier fighting in India?

  - Was war more civilized at the time of Alexander than it is today? Explain.

  - Alexander claimed to be fighting to civilize humanity. Does such a cause justify war? Is there any justification for war?

- Ask students to read the anecdote on the bottom of Worksheet A-23.

  - What was the advice given by the wise man to Alexander?

  - Do you think it was good advice? Do you think Alexander listened?

  - Should he have listened? Explain.

  - Could this advice be given to the United States president today?

STRATEGY 18

- Display a wall map of the world today. Have students examine the map of Alexander's empire (Worksheet A-24, "The Empire of Alexander the Great"), then discuss the following questions:

  - What information do you get from this map?

  - Which modern countries were wholly or partly within the area of Alexander's empire? Approximately how many miles wide was Alexander's empire?
  - Where did Alexander's soldiers fight their most important battles? What problems are indicated by the number of battle cities?

  - How many cities named Alexandria, can you find within Alexander's empire? What does this tell you about Alexander? Should a great leader have a great ego? Explain.

  - Is military conquest like Alexander's justified? If so, under what circumstances? Is military conquest a sign of greatness?

STRATEGY 19

- Alexander was faced with making a policy decision concerning his newly conquered territories. Have students read Worksheet A-25, "Alexander--Conqueror of the World."

- Organize the class into small groups. Tell groups that they are to recreate history. They are to think of themselves as Alexander's advisors. He wants their opinions about how to handle his newly conquered peoples. Each group should fill out the Decision Chart and then try to come to a consensus about what Alexander should do.

- Teachers should circulate among the groups, making sure that the Chart is being completed correctly.

- One student should be asked to role play Alexander. The "Chief Advisor" of each group reports his/her group's advice to him.

- Have students complete poll on Alexander's greatness

STRATEGY 20

The fusion of Greek and Persian culture distinguished the Hellenistic period from the Hellenistic era.

- Distribute Workhseet A-26, "More Than An Eagle."
- Have students volunteer for the roles listed on Worksheet A-26.
- Have students act out the play and explain their answers to the questions on the last worksheet of the play.

STRATEGY 21

- Despite his failure to take over India, Alexander's military campaign had a great influence on that part of the world. By defeating princes in Northern India, Alexander made more stable government under the Maurya Empire possible. Trade routes linked India to the Mediterrancan world. The mixing of Greek and Indian cultures is evidenced in the sculpture of earliest Buddhist works of art. Greek ideas also influenced peoples of the Middle East and India. In turn, these conquered peoples influenced the culture of Greece. This period of mixing cultures and the spread of Greek culture is called the Hellenistic Age (323 BC - 133 BC).
- The center of the Hellenistic World was Alexandria, Egypt. Students will be exposed to the Hellenistic world by being awarded a "scholarship" for study at the famous Museum, which was the center for learning and holder of Hellenistic treasures in Alexandria.
- Instruct students to read Worksheets A-27 through A-30 and to keep a diary account of the following:
  - their entrance into Alexandria harbor and their first impressions of Alexandria (Worksheet A-27, "Welcome to Alexandria").
  - their trip to the Museum (Worksheets A-28 and A-29, "Honor Roll" and "School of Philosophy").
  - their impressions of Hellenistic culture and what it reveals about the Hellenistic period (Worksheet A-30, "Hellenistic Art Show").

STRATEGY 22

- Distribute Worksheet A-27, "Welcome to Alexandria."

- Ask students to do the following:

  - In your diary, using only one paragraph, describe what you saw (Colossus of Rhodes and trip around Alexandria).

  - Write your impression of Alexandria.

- Have students discuss their diary entries so far and then explain their answers to the following questions:

  - What have we learned so far which tells us about the Hellenistic period? What evidence do we have that Alexander was successful in mixing the different cultures of the people in his empire?

  - Why was a standardized banking and currency system so important to the Hellenistic world?

  - How would you compare Alexandria to New York? If you lived at that time do you think you would have liked to visit Alexandria?

  - Which was the most significant achievement in Alexandria?

  - How do you think the Egyptians felt about their city adopting so much Greek culture? How would you feel if another country conquered the United States and tried to change our culture?

STRATEGY 23

- Tell students we are going to the world-famous Museum to learn about some of the intellectual accomplishments of the Hellenistic period. Outside the Museum is a plaque commemorating some of the great achievements of scientists and mathematicians of the museum.

- Distribute Worksheet A-28, "Hellenistic Honor Roll in Science and Mathematics." Have students record in their diaries their impressions of Hellenistic mathematicians and scientists and their contributions to the world.

- Ask the students to explain their answers to the following questions:

  - What does the work of these scientists tell us about the Hellenistic Age?

  - Rate each of six achievements listed on the plaque below 1-6 (1 being the most important and 6 being the least important). After the students have done this they should defend their choice to the class. The class will then vote on the most significant scientist of the Hellenistic period.

STRATEGY 24

- Distribute Worksheet A-30, "Hellenistic Art Show." Have students record their description and impression of Hellenistic art.

- Ask students to discuss their diary entries and explain their answers to the following questions:

  - What were some of the words used to describe Hellenistic art? Explain. What does this tell us about the Hellenistic period?

  - Point to evidence on Worksheet A-30 to prove that Hellenistic art stresses strong emotions.

  - If you could afford to, would you buy any of these for your home?

  - Do you think that the art of the period should be as treasured as it is?

  - Does studying the art of a particular period help us learn about the history of that time? Explain.

STRATEGY 25

As a final activity you might have a Hellenistic festival. Some students may volunteer to prepare Hellenistic food, show slides of Alexandria, discuss their "imaginary trip" to Alexandria, and read poetry. Perhaps have an expert on Hellenistic art talk to them. A final question might be:

- Would you like to have lived during the Hellenistic period?

- To what degree are we living in a Hellenistic period of science? Some people believe we rely on sciences too much today. Do you agree? Explain.

- Distribute Worksheet A-29, "School of Philosophy." Tell students they are going to sit in on some "philosophy classes." Ask them to explain their answers to the following questions:

  - What does the study of these philosophies tell us about the Hellenistic period? Explain.

  - Which one would you be most interested in? Least interested in?

  - Which is the most useful today? Least useful?

- Have students conduct their own personal philosophical inventory by placing an X at the point on the scale at the bottom of the worksheet which best expresses their own philosophies in terms of those presented. Have those students who are willing to share their philosophies with the class.

Subtheme B *Our Roman Heritage*

SUBTHEME B: *CLASSICAL CULTURE WAS DISSEMINATED THROUGHOUT THE ROMAN EMPIRE*

LEARNING ACTIVITY 1

RATIONALE

The basic foundations of Western civilization are rooted in ancient Greece and Rome. Greek culture was based on philosophical ideals, whereas Roman culture was based on practicality. Roman institutions spread that culture throughout the ancient world.

By the second century B.C., Rome had already become a great power, having conquered all of Italy, Carthage, and Greece. The Romans realized they had much to learn from the conquered Greeks. Before long, Rome adapted many facets of Greek civilization to the degree that prompted one observer to comment:

"Rome conquered Greece, but the Greeks took Rome captive."

PERFORMANCE OBJECTIVE

Students will be able to:

- Formulate hypotheses about Roman civilization from artifacts.
- Describe Greek influence on Roman architecture.
- Explain how Greece influenced Roman Civilization.
- Explain the importance of religion (pre-Christian era) to Roman civilization.

STRATEGY 1

Any study of Global History cannot overlook the study of Rome. Romans borrowed from the Greeks to create the most advanced civilization of their time. Moreover, contemporary society owes a great debt for Roman legacy.

- Distribute Worksheet B-1, "A Time Capsule from Rome." Have students follow directions on Worksheet.

- Make a list of student hypotheses about Rome on the board. Ask the following questions:

  - What do these articles tell us about Roman civilization? Explain.

  - What evidence do these articles provide us with to prove that ancient Rome borrowed from Greek civilization? Explain. What evidence do these articles provide us with to prove that the citizens of today's world borrowed from the ancient Romans? Explain. Why do you think Rome has been referred to as a great civilization? Explain. From viewing these articles does it seem that Rome should be considered a great civilization? Explain. Which artifact tells us the most about Roman life? Explain.

  - Do you think that studying these artifacts will provide us with an accurate picture of what Roman life was like? Explain. What are the weaknesses of using such a method?

  - How would you go about testing our guesses about Roman life? Explain.

  - If you were burying a capsule today, what items would best show others what life in America is like?

STRATEGY 2

One of the best portrayals of life in ancient Rome is contained in the novel, I, Claudius by Robert Graves. Mr. Graves, a well-known classicist, consulted primary sources to write this autobiography of the Emperor Claudius. It covers the years 10 B.C. - A.D. 44, the era of consolidation of the Roman Empire. According to the author, this biography is historically accurate. It is put in the words of Claudius so as to heighten its dramatic effect and give us clearer insight into this important period in Roman history. From Claudius' diary we can understand the extent to which Rome in its ascendence to world power revered Greek culture and civilization.

Distribute Worksheet B-2, "From I, Claudius," and have students answer the following questions:

- What does this passage tell us about Greek contributions to Roman civilization?

- What was Claudius' opinion of Greek civilization? Explain. Why was Greek such a significant language for the Romans? Explain.

- Why was it the style among Roman authors to follow the Greek model when they wrote plays? How can you explain the popularity of Aristophanes today?

- From the passage can you make any generalization about Greek influence on Rome during the reign of Emperor Claudius? How accurate a source is I, Claudius for learning about Greek contributions to ancient Rome? Do the items in the time capsule seem to indicate that Greek civilization was admired by all Romans? Explain.

- Which language other than English would it be most useful for students in the United States to learn? Do you think the foreign language department in your school should offer a course in Greek? Explain.

STRATEGY 3

A people's religion reveals a great deal about them. The Greeks and Romans also shared similar gods.

· Distribute Worksheet B-3, "Greek and Roman Gods," and have students answer the following questions:

  - What does this chart tell us about Roman civilization?

  - What does this chart tell us about religion in the ancient world? Explain. What do these religions tell us about the people who lived there? How can you explain the human characteristics of these gods?

  - How do these religions compare to one which you know about? Explain.

  - Why have religions played such an important role throughout history? Explain.

  - Why did Romans and Greeks build altars to their favorite gods?

  - Myths (stories) were made up about these gods in which they appeared as humans. Make up a myth about one of the Roman gods mentioned on the chart.

STRATEGY 4

Greek architecture was imitated and preserved by the Romans. Architecture is another area in which the Romans borrowed, preserved, and passed on Greek concepts and practices.

· Distribute Worksheet B-4, "Rome Borrows from Greek Architects," and have students explain their answers to the following questions:

  - Compare pictures A and B. How are they similar? Explain. How are they different? What does this tell us about Greek influence on Roman life?

  - Examine the columns in the photograph and determine if these Roman buildings were constructed according to Doric, Ionic, or Corinthian styles.

  - Is the imitation of Greek architecture by the Romans an example of good taste or a lack of creativity? Explain.

  - Do you think the United States has originated its own style of architecture or are we basically imitators?

SUBTHEME B: *CLASSICAL CULTURE WAS DISSEMINATED THROUGHOUT THE ROMAN EMPIRE*

LEARNING ACTIVITY 2

RATIONALE

The sequence of governments early in Roman history followed the traditional Greek pattern. An oligarchy was substituted for a hereditary kingship, which then in turn, evolved into a republican form of government. The structure of the Roman republic has served as the political model for many modern nations, including that of the United States of America.

The Roman republic, however, could not withstand the stresses created by successive civil wars and assassinations. By 27 B.C. the republican form of government yielded to a new structure, an Empire, which was to rule much of the ancient world for the next 500 years. The Roman Empire served as the vehicle for the cultural diffusion of Roman civilization.

PERFORMANCE OBJECTIVES

Students will be able to:

- List three branches of the Roman Republic
- State the functions of each branch within the context of class structure in Roman society
- Compare and contrast the government of the Roman Republic and Empire
- Compare and contrast the Roman Republic with the United States republic, discussing the merits of each system
- Trace the rise of dictatorship in Rome, discussing some of the reasons for the decline of the Republic
- Explain the reasons for the development, expansion and maintenance of the Roman Empire.

STRATEGY 5

Rome's greatness spanned many years and distinct styles of government - Republic and Dictatorship. The Republic is especially significant for while in substance it was far from a democracy, in form it provided a model for republican government as practiced in the United States.

- Distribute Worksheet B-5, "Roman Republic vs. the Government of the United States." Ask students the following questions:

  - How would you compare the government of the United States to the government of the Roman Republic?

  - What are the differences between the United States government and the republic of Rome? What are the advantages and disadvantages of each?

  - The American government has one leader. The Roman government had two. Which is better? Why? Explain. Should we have one president for foreign affairs and one president in control of domestic affairs? Explain.

  - According to Roman (republican) form of government, judges were elected, while judges in the United States Supreme Court are appointed by the president and approved by the Senate. Which method is most likely to ensure justice?

- A minority of Romans had the right to vote or hold public office, so that it could hardly be considered a democracy. Why then, is it said that the American government is rooted in Rome?

- Conduct a simulation of the government under the Roman Republic. Follow the procudure below:
- Step 1

  Assign or obtain volunteers for the following roles (Use these numbers or numbers in similar proportions)

  5 Senators (may veto and advise Consuls)
  20 members of the Assembly (select Tribunes as representatives)

- Step 2

  Senators will meet to select 2 Consuls
  Assembly will meet to select 5 Tribunes (who will represent plebians by advising Consuls and holding veto power over consul decisions)

- Inform students that using the procedure below, they will decide whether or not:
    - The E.R.A. should be passed.
    - Abortions should be given free on demand in government clinics.
    - Any crime resulting in serious intentional injury should be punished by the death penalty.

1) Issues to be decided will be proposed in the form of bills.
2) Consuls, Senators and members of the Assembly will discuss each bill and decide on a position to take. Assembly will communicate their views to Tribunes.
3) Consuls, Senators and Tribunes will meet as a group (with Assembly as on-lookers). They will vote as a group, if any one group is against the proposed action it cannot be taken.
4) Proposed bills or actions:

STRATEGY 6

Reread Worksheet B-5, "Roman Republic vs. the Government of the United States," and have the students consider each of the statements below. (Write the statements on the board and have the students copy them in their notebooks.) If the statement applies to the American Republic only, have students place the letter "A" next to the statement. If the statement applies to the Roman Republic only, have them place the letter "R" next to the statement. If the statement applies to both American and Roman Republics, students should place the letter "B" next to the statement.

___ Men and women citizens have the right to vote for the Chief Executive.

___ The Senate is directly elected by all citizens.

___ A special officer is elected to protect the rights of the working people against monied interests. He has the right to veto actions of the Chief Executive and the Senate.

___ There is a bicameral legislature.

___ Supreme Court judges are appointed by the Chief Exective with the approval of the Senate.

- Have students write a short paragraph which completes this thought: I think the American or Roman republic is the better example of democracy because... (give three good reasons to support your choice).

STRATEGY 7

Despite its structure, the Roman Republic was not a democracy. Initially, Roman society was divided into a small privileged class (patricians) and a large unprivileged class(plebians). Slaves made up as much as half of the city of Rome. Some did household work, others worked the mines. A few fought as gladiators to entertain the plebians. There were many slave revolts, the most successful of which was led by Spartacus (73-71 B.C.)

- Tell students to assume that they were captured by the Roman legions, taken as slaves; some working as household help, others in the mines, others fighting as gladiators. How would you feel? Explain. What would you do about it? Tell students they are going to find out what one group of slaves did.

- Distribute Worksheet B-6, "Spartacus," and have students read it. Ask them to explain their answers to the questions below the reading.

- After reviewing the exercise, have students answer the following questions:

  - What does this tell us about the Roman Republic?

  - How can you explain the existence of slavery in Rome? How democratic was Rome? Explain. Could you have predicted slavery's existence from the contents of the time capsule? (Worksheet B-1).

  - What's your reaction to Spartacus' actions?

  - Was Spartacus' use of violence justified? If you were an escaped slave would you have joined Spartacus' slave army? Explain. Should Spartacus be considered a hero? Why? Why not?

- Do you think the use of violence is an effective way to solve problems of the kind faced by Spartacus? Explain.

- Provide an individual research activity for the students. They might compare the life of a medieval serf or a black slave in the United States with that of a Roman slave. They might consider such questions as: What rights and responsibilities did each have? What kind of life did each have?

STRATEGY 8

Discontent among the common people and the desire for power among the generals led to a series of wars in the Roman Republic. Out of the chaos of civil war, Julius Caesar became dictator of Rome. He planned to establish stable government, land reform for the poor, and a beautification program for the City of Rome. However, he was assassinated by a group of Senators as part of a power struggle to restore the Republic. After more civil strife, Octavian rose to become the absolute ruler of the Roman Empire.

- Distribute Worksheet B-7, "Roman Government Under a Military Dictator," and have the students study the chart. Ask the students to explain their answers to the following questions:
  - How would you compare the government of Octavian to the government of the Roman republic on Worksheet B-7? What are the similarities? The differences?
  - Which groups in the Republic lost the most power under a dictator? Explain. How would you feel about living under the rule of Octavian? Why?
  - What might be some of the advantages of a dictatorship over a republican form of government? Explain. Why is it that the government of most countries of the world today is in reality more similar to a dictatorship than a republic? Are there any disadvantages to a dictatorship? Explain.
  - To what degree is our own government like Octavian's?
  - Is military dictatorship possible in the United States? Why? Why not?
- Write this topic sentence and closing sentence on the board and have the students fill in the supporting details.

A military dictator, Omnipotent I, became ruler of the U.S. today.

_____

_____

_____

Thus, the United States, once the most powerful democracy in the world, has a government quite similar to that of Octavian, the dictator of Ancient Rome.

STRATEGY 9

One of the greatest gifts of the Roman Empire was the 250 years of relative peace known as the Pax Romana.

- Distribute Worksheet B-8, "Virgil, Pax Romana." Have students follow the directions on the Worksheet. Ask students to establish a list of criteria for a great civilization.

- Direct students to complete the following exercise:

  - Underline all those statements which would qualify Rome as a great society.

- Have the students answer the following questions:

  - To what degree have these statements been proven? To what degree do they appear to be propaganda? How can you determine the validity of these statements?

  - Explain the author's statement that the Romans had a "generous idea of citizenship." Do you agree with the author's reasoning?

  - What evidence does the author provide that the Romans produced an orderly and cultured society? Explain.

  - Does the United States qualify as a great civilization today? Explain.

STRATEGY 10

Octavian was succeeded by a series of outstanding leaders (27 B.C.-A.D. 14) who not only increased the size of the Empire, but did so in a period of relative peace (Pax Romana).

- Distribute Worksheet B-9, "The Roman Emperors to Constantine," and have students follow the directions on the Worksheet.
- Tell students to assume that historians today want to establish an award for the emperor who did the most to bring greatness to Rome during the Pax Romana period. Ask students the following question:
  - Based on what you have read, whom would you nominate for this award? Explain.
- Divide students into eight groups. Each group will be assigned the role of making a nominating speech for one of the emperors listed on Worksheet B-9.
- Give students one week for research and organization.
- On the day that the nominating speeches are presented, each group will be instructed to cast one vote for any leader other than the one they represented. A question period may be provided before the vote.
- Ask students to decide which of these men would have made the best president of the United States.
- Have students imagine they are at a press conference with these emperors. Direct the class to prepare two questions they would want to ask each of these rulers.

STRATEGY 11

The Roman Empire was of such vast size that it was able to tap the resources and ideas of many societies. The trading network outlined in the map on Worksheet B-10, "Trade Routes in the Roman Empire" facilitated the transport of Roman culture throughout the Empire.

- Distribute Worksheet B-10, "Trade Routes in the Roman Empire." Have students answer the following questions:
  - What does this map tell us about the Roman Empire? Approximately how many miles is it from Gades, in Spain, to Antioch, in Syria?
  - What would be a good title for this map?
- Have students make a list of ten items traded within the Roman Empire.
- Have students answer the following questions and complete the exercises below:
  - How did trade with other countries strengthen Rome?
  - Trace the trade route (the broken line on the map) between Antioch (Syria) and Utica (Africa). Which products would merchants in these two cities trade? How did trade lead to the spread of Roman ideas?
  - How does Rome's geographical location explain its importance in the Empire?
  - Was the extent of the Empire more of an advantage or a disadvantage? Was the Empire too large for Rome to control? Explain.
  - How were the ideas traded by sailors as important as the goods they transported?
  - The Romans called the Mediterranean Sea "Mare Nostrum" (Our Sea). Were they justified in calling it "Our Sea"? Why? Why not?
- Tell students to assume they are merchants in London. Have them write letters to merchants in Memphis, Egypt. The purpose of the letters is to convince the Memphis merchants to trade with the London merchants. Explain that the letters might include possible trade routes, products for trade, and arguments for engaging in such trade.

STRATEGY 12

Year after year, foreign students flock to the United States to study, resulting in the diffusion of American culture throughout the world. In the same way, many people traveled those "roads leading to Rome" during the period of Roman world hegemony. Such visitors, much like students who study in America today, were fascinated to learn about the day-to-day life of Rome's citizens.

- In this strategy, students will be given a chance to "attend" one of the events below. Based on their choices, give them the appropriate Worksheet.
  - A gladiator match at the Colosseum (Worksheet B-11A)
  - A session of the Roman Senate debating women's rights (Worksheet B-11B)
  - A lecture by a poet who gives advice to those interested in winning the hearts of their favorite gentleman or lady (Worksheet B-11C)
  - A banquet at a rich Roman's home (Worksheet B-11D)
- Have students read their Worksheets, describe what they saw, and answer the questions on the Worksheets.
- Debriefing: Ask students to answer the following questions:
  - What do you think it must have been like to live in Rome at this time? Would you like to have lived there? Why? Why not?
  - What do these accounts tell us about Roman civilization? Do people today still have the same interests? Explain.
  - To what degree do these pictures confirm what we have already learned about Rome? Explain.
  - Do these pictures substantiate the view that Rome was a great society? Explain. Were there any indications that this great civilization was dying? Are there similar indications that the American civilization is dying?

SUBTHEME B: *CLASSICAL CULTURE WAS DISSEMINATED THROUGHOUT THE ROMAN EMPIRE*

LEARNING ACTIVITY 3

RATIONALE

Although Rome's power continued to expand during this period, the quality of life began to deteriorate. A sense of moral decadence born of years of military conquest, assassination, and economic instability filled the multitudes with despair. It was from this soil that the Christian religion was born.

PERFORMANCE OBJECTIVES

Students will be able to:

- List and discuss the reasons for the use and spread of Christianity throughout the ancient world.
- Explain the reasons for the failure of the Romans to suppress the spread of Christianity.
- Explain the impact of Christianity on the Roman Empire.

STRATEGY 13

During the reign of Augustus, in the Roman province of Judea, Jesus was born. Judaism provided the basis for the teaching of Jesus. Other Christian principles were derived from the interpretations of his later followers. Excerpts from Jesus' famous Sermon on the Mount appear on Worksheet B-12, "Sermon on the Mount."

- Distribute Worksheet B-12, "Sermon on the Mount." Ask students to explain their answers to the following questions:

  - In your own words describe what Jesus is saying in these passages.

  - How would you feel as a member of the audience listening to this sermon? Explain. How would you feel as a Roman slave hearing this message? How can you explain the great appeal of Christianity to subjects in the Roman Empire?

  - An important reason for the spread of Christianity was the work of missionaries in converting Gentiles (non-Jews). Paul the Apostle took this on as his special task. If you were Paul, how would you go about convincing a Pagan (a believer in many gods - sun, moon, etc.) to convert to Christianity?

  - If you were the Emperor of Rome listening to this sermon, what would be your reaction? Explain. Why did Roman leaders view Christianity as a threat to the empire? Explain. As the Emperor, how would you have dealt with the spread of Christianity?

STRATEGY 14

Roman authorities saw Christianity as a threat to the Empire. They dealt with this threat in a way which they believed would discourage potential converts. The American government faced similar problems during the Vietnam War.

- Distribute Worksheet B-13, "Dealing With the Dissenters."
- Have students fill in columns 1 and 2 on Worksheet B-13.
- Make a chart on the board similar to that found on Worksheet B-13.
- Enter the suggestions of volunteers and complete column #2.
- Have students decide from the list on the board what policy a future American president should follow in dealing with dissenters.
- Distribute Worksheet B-14, "Roman Treatment of Christians." Tell students that this sheet presents letters of communication between the Emperor Trajan and Pliny (the governor of a Roman province). After students read these letters, have them explain their answers to the following questions:
  - How would you compare the method used by Pliny in dealing with the Christians to the method we suggested? What's your reaction to Pliny's methods? Explain.
  - What did Pliny mean when he said, "Obstinacy deserves punishment"? Do you agree?
  - How can you explain the use of capital punishment for those who admitted they were Christians? Do we have examples today of countries using similar procedures against people whose ideas they think are dangerous?
  - How did Pliny deal with those who were accused by others of being Christians?
  - If you were given the choice of giving up Christianity or dying, what would you have done? Explain.
  - What rules does Trajan say should be followed in dealing with accused Christians?
  - How did the Emperor Trajan react to Pliny's methods of dealing with Christians? To what degree does Trajan's response indicate the importance of the rule of law in Roman government?
  - To what degree do American courts follow procedures similar to those set down by Trajan?
  - Do you think Roman actions should be employed by all countries in dealing with ideas which they oppose?
  - Do you think putting Christians to death would most likely encourage or discourage future converts?

STRATEGY 15

Rather than curbing the growth of Christianity, persecution created martyrs. Roman oppression led to increased conversions. Trajan could not have conceived of the day when a Roman Emperor would also be a Christian. However, in A.D. 312, the Emperor Constantine, in the midst of battle, saw a cross in the sky and then proceeded to defeat his enemy. Subsequently, Constantine became a Christian and took steps to institutionalize his new religion throughout the Empire. In the years that followed, it was to become the dominant religion in Europe.

- Distribute Worksheet B-15, "Spread of Christianity." Ask students to answer the following questions:

  - What information do you get from studying this map?

  - What conclusions can you draw about the spread of Christianity?

  - Are there any trends indicated on this map?

  - In which period was the spread of Christianity greatest?

  - Jesus died more than 1,000 years before the date on this map. Why did the spread of Christianity take so long?

  - Why are the journeys of St. Paul here?
    (As a research project have the students determine the contributions of Paul to Christianity.) Then ask the question:

  - Could Christianity have spread as fast as it did without Paul? Explain.

SUBTHEME B: *CLASSICAL CULTURE WAS DISSEMINATED THROUGHOUT THE ROMAN EMPIRE*

LEARNING ACTIVITY 4

RATIONALE

Nations, like men, have a natural life span; they grow, mature, prosper, decline and perish. So by the fifth century, Rome, which by this time had split into two parts with Constantine moving his capital to Byzantium, could no longer maintain the Western half of the Empire. Germanic tribes were overwhelming the Empire and would, in A.D. 476, drive out the last western emperor from his throne. The decline and fall of the Roman Empire provides an excellent opportunity for an exercise using historiography.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the reasons for the fall and decline of the Roman Empire in the West.
- Evaluate the validity of various historical interpretations for the fall and decline of the Roman Empire in the West.
- Describe Roman influence in Western ideas and institutions.
- Evaluate the importance of Roman contributions to the modern world.

STRATEGY 16

Introduce this strategy by telling students that the investigative newspaper reporter has always been a glamorous occupation, the subject of many movies and television series. Use of the newspaper format can be the method for making historiography come alive. For example:

- After concluding a study of the Roman Empire, distribute Worksheet B-16, "The Reasons for the Decline of the Roman Empire," and ask students the following questions:
  - Why might some Romans have predicted this headline before it appeared?
  - What symptoms of a total sickness did the Roman Empire have?
  - In your opinion what do you think might have caused the end of the Roman Empire in the West?
- Distribute Worksheet B-17, "Decline of the Roman Empire." How do these causes compare to those suggested by historians? Why would Gibbon suggest that prosperity ripened the principle of decay? Why was Gibbon surprised that the Empire lasted so long?
  - Why does Westermann use the term "decline and fall of Greco-Roman civilization?" Is this an accurate description?
  - What does Piganiol mean when he says, "The Roman Empire did not die a natural death, it was murdered"? Do you agree?
  - Which of these causes was the most siginificant in the decline and fall of the Roman Empire? Do we Americans have symptoms of decline similar to Rome's? Is the collapse of all great civilizations inevitable?
- Have students work on the contents of the newspaper dealing with the decline of the Roman Empire. The following roles may be assigned:

REPORTERS' ASSIGNMENTS

1) Covering the last days of the Empire from the point of view of Roman leaders, citizens, slaves, and Christians
2) Feature writers - people in the news interviews:
   Last emperor
   General of German army
   General of Barbarian army
   Slave reactions
3) Editorial writers giving students' views as to the cause of the decline and fall of the Empire.

STRATEGY 17

Historian Charles Sherman stated, "Rome conquered the world three times: first with her armies, second by her religion (Christianity), and third by her law. The legacy of Rome to the world cannot be overstated."

- Distribute Worksheet B-18, "Our Inheritance From Rome." Have the students complete the exercises and answer the questions below:

  - What does this tell us about Rome's contributions to Global History? Explain.

  - Have students rank the Roman contributions from the most significant to the least significant, using a scale of 1 to 6, with "1" denoting the most significant contribution and "6" the least significant.

  - What did Charles Sherman mean when he said, "Rome conquered the world three times: first with her armies, second by her religion (Christianity), and third by her law"? Which conquest was the most important for the world? Do you agree with him? Explain. Could Roman culture have been diffused as effectively without conquest? Explain.

Subtheme C *The Middle Ages*

SUBTHEME C: *THE MIDDLE AGES WAS A TRANSITIONARY PERIOD IN EUROPEAN HISTORY*

LEARNING ACTIVITY 1

RATIONALE

"Rome died not with a bang, but with a whimper."

The fall of the Roman Empire was a gradual process; by the end of the fifth century A.D., Roman authority in the West had eroded completely, and the weakened empire was overrun by Germanic and Asiatic peoples. Cities and trade all but disappeared, and in the absence of a strong central government, Europeans sought refuge on lands owned by powerful feudal lords. The resultant feudal system provided the military, social, political, and economic institutions which dominated Europe for most of the Middle Ages.

For several centuries after the crumbling of the Roman Empire, European life was dominated by Germanic tribes and other "barbarian" invaders. (The name "barbarian" was applied by the Greeks and Romans.) The onset of the Middle Ages may be viewed as a mingling of Germanic and Greco-Roman cultures. Germanic groups formed their own kingdoms (100 in all). The migration of these tribes stimulated trade and religious conversions. One Germanic society after another became Christian. Latin (the language of the Church) became the one common language used in all the new kingdoms. The Germanic people began adding Latin words to their own languages; so that even today Latin-based words fill the vocabularies of many languages.

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the effects of the barbarian invasion in Europe.
- Describe how the barbarians fused Germanic and Latin cultures.
- Explain why Charlemagne is considered "the bright light in the dark cloud of Europe in the early Middle Ages."

STRATEGY 1

. Distribute Worksheet C-1, "Barbarian Invasions." Tell students to complete the exercise on the Worksheet.

- What information do you get from this map? Explain.
- Which Germanic tribes had the greatest influence on European culture?
- How would you expect these invasions to change the Roman Empire? Why do you think these Germanic tribes are referred to as Barbarians? Explain.
- The vehicle for cultural diffusion was war in the case of the Germanic tribes. Is this a more effective way of changing a culture as opposed to trade?

STRATEGY 2

The Germanic tribes were different from the Romans; the invaders had their own religion, literature, laws, armies, and ships.

· Distribute Worksheet C-2, Germanic Daily Life.

· Tell students to study this Worksheet and ask them to explain their answers to the following questions.

  - What do you think these items are? What do they tell us about the lives of the Germanic tribes?

· Divide the class into groups of six students. Give each group member a different file card with one of the pieces of information below written on it. (If the class is not divisible by six, either allow students to share a file card or give them two roles.)

(a) The forts of nine noble Saxon families

(b) Bronze helmet with gilded plates, found in a Viking boat grave of the seventh century; and sword with beaten threads of silver on the hilt, found in a boat grave of the ninth century

(c) Jesus on a Frankish tombstone, carrying a spear

(d) A king's helmet, found in Britain

(e) A gold and enamel purse lid, decorated with jewels, found buried with treasure equipment on a ship in Britain

(f) A Bible, made in Egypt, written in Greek

- Direct the class to do the following: First, study the file cards; then put them away. Next they should mingle with the members of their group and discuss the information on the file cards. After all the group members have met with one another, they should return to their desks and answer the question: What were the Germanic tribes really like?

  - Each group should share its opinions with the rest of the class.

- After the groups have shared their ideas, the teacher should ask the following questions:

  - What does the picture of Jesus Christ on a Frankish tombstone carrying a spear tell us about how the Franks fused Germanic and Latin culture? Why is Jesus carrying a spear?

  - Why do you think the Germanic tribes needed forts?

  - How was it possible for the Germanic tribes to believe in Christianity (a religion that emphasizes peace) and yet be a warlike people?

STRATEGY 3

The most famous of the Germanic kings was Charlemagne (A.D. 768-814), who gained the title Holy Roman Emperor when he was crowned by Pope Leo III. The Pope's crowning of Charlemagne signified the alliance between the church and the government and is said to mark the birth of Europe for it showed the political and cultural autonomy of the western world. This giant of a man (he was 6' 8") attempted to revive a great empire. He sought to accomplish this through conquest and conversion -- two means of subduing potential enemies. Although he was unsuccessful in reviving the Roman Empire, he was instrumental in spreading Christianity through parts of Europe. Charlemagne also gave impetus to the movement to restore learning by making his court a center of intellectual pursuits. At the time of his death, Charlemagne passed on to his successor a unified, strong empire. However, the empire was later divided into various kingdoms.

- Distribute Worksheet C-3, "Charlemagne." Have students read it. Ask them to explain their answers to the following questions:

  - How would you describe Charlemagne from what you have read?

  - Have students make three columns in their notebooks. In column 1 have them identify those traits which make for a great leader. In column 2 have them make a list of the traits of the great leadership qualities which Charlemagne possessed. In column 3 have them make a list of the leadership traits of the current president of the United States. Do you think Charlemagne would make a great president? Do they think today's president would make a great Holy Roman Emperor?

  - What evidence do you have that Charlemagne thought a close knit family was really important? Do you agree with him? Did he go too far in attempting to keep the family together? Do Americans today go far enough?

  - How do you know that Charlemagne believed education was really important? Explain.

  - Many people described the times in which Charlemagne lived as the Dark Ages. Based on what you have read does it deserve that title? Why do you think Charlemagne was unable to unite Europe?

  - Underline three sentences that would indicate to you that this description was written by Charlemagne's best friend. How reliable is this report? How would you go about determining the accuracy of this description?

SUBTHEME C: *THE MIDDLE AGES WAS A TRANSITIONARY PERIOD IN EUROPEAN HISTORY*

LEARNING ACTIVITY 2

Effective central authority in Europe dissolved with the collapse of the Roman Empire. A new system emerged to replace the principle of loyalty to an imperial sovereign. This new arrangement, called feudalism, was a form of local government based upon a complicated system of contracts between lords and vassals. The lord would provide land, protection and justice, and the vassal in turn would offer military service. In a society lacking a central authority, each lord, or for that matter, each vassal was a king unto himself in his domain.

Above all, European feudalism represented a military-political arrangement among an aristocratic class that justified its position by constant warfare and the ability to protect its domain from attack. The feudal society in turn dominated the agrarian manorial system which provided the economic necessities of life. This system was based upon the institution of serfdom, whereby most of the agricultural chores were performed by a class of serfs who were bound to the manor. Finally, the clergy served as an integral part of feudal society, providing spiritual reassurance to a society deeply concerned with salvation. Other members of the clergy, notably religious orders, were part of the work force involved in the cultivation of lands and especially in the development of more advanced forms of agricultural.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the reasons for the development of the feudal system in Europe.
- Explain the system of mutual obligations that bound a lord and a serf under feudalism.
- Identify those elements of the medieval economic system from which the market system and labor unions developed.
- Compare and contrast the European form of feudalism with the Japanese variety of feudalism.
- Identify the crucial role of the Catholic Church during the Middle Ages.
- Analyze and evaluate the cultural and economic achievements of the Middle Ages.

STRATEGY 4

Historians have traditionally regarded the Middle Ages as an era of brutality and destruction, wholly devoid of creativity and accomplishment. The period has been characterized as a "Dark Age," a long night of brutality and utter squalor.

· Distribute Worksheet C-4,"Europe: the Ninth and Tenth Centuries," and have students answer the following questions:

  - What does this report tell us about Europe in the ninth and tenth centuries? Why does the author describe it as the "night of the ninth century"? Explain.

  - What changes does this report indicate have taken place during the ninth and tenth centuries in Europe?

  - How would you like to have been a citizen in Europe at this time? Explain.

  - What would you have done to survive these conditions if you were a peasant? A king? A warrior? A noble? A large landowner?

  - How do these conditions compare to conditions in America today? Are we heading for another period of dark ages? Explain. What can be done about it?

STRATEGY 5

Feudalism filled the vacuum created by the absence of a strong central authority. Complex relationships governed feudal arrangements. Often such arrangements created the potential for a conflict of loyalties.

· Distribute Worksheet C-5, "Homage Oath of John of Toul," which contains an oath of homage which attempted to resolve potential conflicts.

· Distribute Worksheet C-5.

· Explain to students that the feudal arrangement created a series of obligations for the vassal.

· Have students complete the chart on Worksheet C-5, listing the obligations of John of Toul to the Count of Grandpré and the Count of Champagne.

· Ask students to explain their answers to the following questions:

  - What were John of Toul's obligations to the Count of Grandpré and the Count of Champagne? What does this oath tell us about the Middle Ages?

  - Of the parties mentioned in this arrangement who gained the most? The least?

  - If you were John of Toul, would you have taken this oath? Explain.

  - Under what circumstances would you sign a similar oath today? Explain.

STRATEGY 6

The desire for stability and security in both Europe (700's - 1300's) and Japan (1100's - 1300's) resulted in the creation of feudal societies. While the story on Worksheet C-6 is imaginary, it explains the obligations and responsibilities which were the bond for the feudal contract. (It is important to note that peasants were not part of the feudal structure.)

- Distribute Worksheet C-6, "The Feudal Arrangement." Ask students to read the passage and then fill in the names on the chart which shows the feudal relationships among Henry, Charles, Otto and Louis.

- Have students answer the following:

  - Based on this chart write a definition of the term feudalism.

  - Which of the parties gained the most from such a relationship?

  - Do you think that feudal relationships are needed today as a solution to the crime problem in our country?

STRATEGY 7

The Feudal arrangement often caused a conflict in loyalties as is demonstrated below in a play about Japanese feudalism.

- Distribute Worksheet C-7, "The Vassal's Decision - A Role Play," and follow the procedures indicated.

- After Sukeno announces his decision, ask the class to explain their answers to the following questions:

  - What does this role play tell us about Japanese feudalism? Who was the most persuasive speaker here?

  - What should have been Sukeno's goals in reaching these decisions?

  - What's your reaction to the decision reached by Sukeno?

  - Did Sukeno make the right decision?

  - Is family loyalty as important in America today as it was in feudal Japan? Explain. Should it be?

  - What is your opinion of the role play? Explain. How could it be done differently the next time?

STRATEGY 8

· While arising from the same causes, feudalism in Japan differed somewhat from the European version.

· Distribute copies of Worksheet C-8, "Feudalism in France and Japan," and ask students the following questions:

  - What were the similarities and differences between the French and Japanese feudal systems?

  - How might these differences be explained? Environment? Culture? Historical development?

  - "Although Bushido and Chivalry were codes of behavior, they had little in common." Do you agree or disagree? Why? What might explain the differences?

  - How did feudalism disintegrate in Japan? In France?

STRATEGY 9

All societies must resolve the central economic question of how to satisfy unlimited needs and wants with a scarcity of resources. When a society decides how to allocate natural, human, and capital resources, it must decide what goods and services will be produced, how these goods and services will be produced, and finally, how they will be distributed.

Traditional economic systems decide these issues on the basis of conventional practices of the past; in market economies, these decisions are determined by the demands of consumers, while a group of planners grapples with these problems in command economic systems.

During the early part of the Middle Ages, extensive commerce had disappeared; the once-unified economies of Western Europe were shattered by barbarian invasions and by the absence of a central government. A feudal system of self-sufficient local economies answered the basic economic questions within the framework of the manor.

· Distribute Worksheet C-9, "An Exercise on the Medieval Manor," and have students follow directions on it.

· After allowing students a few moments to finish their Worksheet, ask students to explain their answers.

· After examining the diagram, describe how the manor provided for the needs of the people.

· Distribute Worksheet C-10, "The Layout of a Medieval Manor," and ask students the following questions:

- How did the manor provide for the needs of the people?

- How does your plan of the manor compare to the actual plan?

- How can you explain the design of the manor? What conditions during the Middle Ages made manor living necessary?

- Identify three different types of activity that took place in the manor.

- Assume you were a serf in the manor, what do you think it would be like to spend your life there? Write the comments you think you might make about manor living, had you kept a diary. (Very few serfs could read or write.) What could people do for recreation?

- If you were the lord of the manor, what rules would you make to govern life there?

- A group of people today called survivalists believe that we have to return to self-sufficient manor-like living; what conditions in America would lead them to this belief? Suppose you were asked to design an advertisement to be placed in the newspapers to attract Americans today to a manor. What would you say?

- Would you like to live on a manor today? Would manor-style living provide an acceptable solution for today's economic problems?

- Nations today are no longer self-sufficient; their economies are interdependent with the economies of other nations. Would the United States be better off today if our economy was as self-sufficient as the medieval manor? Explain.

STRATEGY 10

The life of the serf was a dreary one. Tied to the land for life, often the only thing the serf had to look forward to was the afterlife..

- Distribute Worksheet C-11, "A Conversation between a Lord and a Serf," and have students answer the following questions:

  - What obligations did the serf have to his lord? What services did the lord provide for the serf? Who received greater benefits, the lord or the serf? Explain.

  - What services must the lord perform in return for the land he received from the duke? Was this a fair system? Explain. Would you sign such an agreement if you were a lord at the time?

  - What were Bodo's chief complaints? If he was so unhappy, why did he continue to be a serf? Do you think Bodo could have risen from serf to lord? Why? Why not? Can people in our country move from one social class to another? Explain.

  - Whose life was more difficult: that of the lord, the soldier, or the serf? Explain.

  - This is a fictitious conversation. Do you think serfs in the Middle Ages usually spoke the way Bodo did? Why? Why not?

- On the chart provided on Worksheet C-11, "A Conversation between a Lord and a Serf," have students list the advantages and disadvantages of being Lord Ramsey, Bodo, or a soldier. Conduct a discussion around this exercise by asking students which person they would rather be and why.

STRATEGY 11

During the 11th and 12th centuries, there grew out of the feudal culture a system of ethical ideas that we call chivalry. Truly an example of cultural diffusion, chivalry was rooted in the German warrior's appreciation for the values of wisdom and loyalty. Norse and Anglo-Saxon literature are replete with references to these values. Chivalry comes from the French word (chevalier) for knight. (It is important to note that the feudal code only applied for privileged classes and Christians.)

- Distribute Worksheet C-12, "Chivalry," and have students complete the exercise following the passage.
- Instruct students to add any additional points to the code of chivalry which have not previously been mentioned.

- Ask students to explain their answers to the following questions:
  - What is meant by the term "chivalry"?
  - Why did a code of chivalry develop? Why do you think generosity was part of the code of chivalry?
  - What is your reaction to the code of chivalry?
  - Do you think this code was a realistic one for knights to follow? Why? Why not? If you were a knight, how would you feel about obeying such a code? Explain.

STRATEGY 12

- Distribute Worksheet C-13, "A Tale of Chivalry," and have students answer the following questions:

  - Why would knights enjoy listening to stories told by Troyes?

  - How were women treated according to Troyes' tales? Do you think women in the Middle Ages were treated better than today? Were they liberated? Are stories like Troyes' popular today? Explain.

  - Do you think that knights, as they are described in this story, should have been admired? Explain.
  - Do you admire any of Eric's characteristics? Explain.

  - In what ways is chivalry alive today? Should more be done to revive it? Why? Why not?
  - As an application, have students write their own endings to the story beginning after the hyphenated line.

    - After students complete their own endings to this story, have volunteers read theirs aloud. Ask students to decide which they think would be the most appropriate ending to this story.

    - Distribute the actual ending and ask students what this tale tells them about feudal culture. Would such a tale be popular today? Why? Why not?

STRATEGY 13

Jousts were tournaments between horsemen armed with lances. Such contests were held among nobles to celebrate holidays and other important occasions.

- Distribute Worksheet C-14, "A Joust," and have students explain their answers to the following questions:

  - What did you learn about the joust from this reading? Explain.

  - How does jousting compare with sporting events today? Was jousting more dangerous than today's events? Have sports become too violent today? Would jousting be a popular sport today?

  - How does the fan reaction compare to fan reaction today? Would you enjoy watching a jousting match?

  - After reading this account, how would you like to become the next jouster?

  - Why was jousting so popular for its time? Do sporting events reflect the times in which they take place?

- An interesting related activity might be to have the class cover this event as would a modern-day sportscaster.

  - One student could describe the events as would be done on a sports segment of the evening news.

  - Another student might play sports journalist commenting on who won the event or raising the question: Is jousting a proper sport for the times?

  - Other students might play the following roles:

  - An interview discussing today's jousts with:

  Sir Reginald de Roye
  2 or 3 unnamed spectators (French and English)
  King of Portugal
  Duke of Lancaster

- If time does not permit for the role play, students may write an account of this event as would a news reporter today.

STRATEGY 14

The Middle Ages was a period marked by rigid class distinctions.

- Distribute Worksheet C-15, "Feudal Pyramid," and have students follow directions provided.

- After students have completed the worksheet, ask the students the following questions.

  - How would you feel about being a serf in such a society? A lord?

  - Do we have such rigid class distinctions in the United States today? Explain.

  - Do you think such class distinctions are good for a society? Why? Why not?

  - How was class determined in the Middle Ages? How is class determined in the United States today? Which system do you think is better? Explain.

STRATEGY 15

The Catholic Church represented the strongest institution in Europe during the Middle Ages. In addition to preparing people for the next life, the Church wielded economic, social, and political power as well.

- Tell students the Church was important in many aspects of medieval life. Through an imaginary time machine we are going to examine the role of the Church in the Middle Ages. Divide the class into four groups.

  - Give Group 1 Worksheet C-16A, "Popes and Kings"

  - Give Group 2 Worksheet C-16B, "The Church Opposes Private Warfare"

  - Give Group 3 Worksheet C-16C, "The Medieval Church in Everyday Life"

  - Give Group 4 Worksheet C-16D, "Thomas Aquinas"

- Have each group study its Worksheet and answer the questions at the bottom of the Worksheet in their notebooks.

- At this point students should work together to compile the information they obtained. One or two students from the group should act as spokespersons explaining what they found out about the role of the Church in the Middle Ages.

- Ask class why the Middle Ages was called the Age of Faith.

- On the chalkboard make the following chart:

Roles of the Church in the Middle Ages	The Church should do this today	The Church should not do this today

- Have students fill in chart in their notebooks and determine which roles filled by the Church during the Middle Ages wouldn't be appropriate today.

- Ask students why America has been built on the principle of the separation of church and state. Do they think the church should become more involved in American life? Explain your answer.

STRATEGY 16

In recent years, historians have regarded the label of "Dark Ages" as an inappropriate label for describing the early part of the Middle Ages. Many historians now view that era as a transitionary period during which the groundwork was prepared for the great cultural, economic, and social changes which emerged in the later Middle Ages and early modern period.

· Have students examine the material on Worksheet C-17, "Culture and Trade in the Middle Ages," and ask them to give examples demonstrating the cultural and economic creativity of the Middle Ages.

- What do these materials tell us about life in the Middle Ages? What were the major cultural centers in Europe?

- Do these materials support the view of medieval times as the "Dark Ages?"

- How does this view of the Middle Ages compare with the view presented earlier in Strategy 4? How can you explain the difference?

- Why were traders and merchants so important in maintaining cultural life during the Middle Ages?

- How would intellectual life in the Middle Ages have been different if there were no organized Church?

- In light of the documents in this strategy, why was this period of time called the "Dark Ages?" Was the term justified? What additional information would you need? Where would you get it?

- Why is the poem on Worksheet C-17 entitled "The Time of Light?" Do you agree with the sentiments expressed in this poem? Compose your own poem expressing your feelings about the Middle Ages.

SUBTHEME C: *THE MIDDLE AGES WAS A TRANSITIONARY PERIOD IN EUROPEAN HISTORY*

LEARNING ACTIVITY 3

RATIONALE

At a time when Western Europe was wallowing in the feudal system, Muslims had created a prosperous and vibrant civilization. In the ninth and tenth centuries, European civilization paled in comparison to the technological, medical and commercial accomplishments of Islamic culture.

These two cultures came into conflict in a series of wars between 1096 and 1279, known collectively as the Crusades. Although the European armies did not achieve their primary goal of wresting the Holy Land from Islamic control, Europeans reaped unexpected benefits from their contact with the more advanced Muslims.

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare Islamic knowledge of technology and medicine with that of Europe during the Middle Ages.
- Explain how the Crusades promoted cultural diffusion between Europe and the Muslim world.

STRATEGY 17

- Distribute Worksheet C-18, "Baghdad in the Late Ninth Century," and have students define the following words from the reading and write a sentence that includes each of the following words. Ask them to write a sentence with each word.

  flanks
  Sind
  temperate weather
  melodious

- Have students unscramble and identify the following words from the reading:

  ilmsum (Muslim)
  gristi (Tigris)
  ksurt (Turks)
  beseris (seribes)

- Have students answer the following questions:

  - How does the author describe the city of Baghdad?

  - Why does the author believe that Baghdad is the center of the world in the ninth century? Does the author present enough evidence to prove his case? Explain. Do you think the author is biased?

  - How would you compare life on a manor to life in the city of Baghdad? Would you have preferred to live on a manor or in the city of Baghdad? Explain.

  - In what ways do you think ninth century Baghdad was like New York today? How was it different?

  - Draw an illustration of how you think the city of Baghdad looked.

STRATEGY 18

In the ninth and tenth centuries the Muslims were far advanced in technology compared to the Europeans and the Japanese. Many of the Muslims viewed the Europeans as a primitive people.

· Distribute the reading selection on Worksheet C-19, "Neighbors in the North (Tenth Century)," and have the students answer the following questions:

- How does the author of this article feel about the Northern Europeans? Why do you think he feels this way? Does he present evidence to prove his case? Is he prejudiced against Europeans? Explain.

- Explain the meaning of the term "stereotyping"? Does the author stereotype the Northern Europeans? Why does he believe the Northern Europeans are an inferior people? How do you think he came to these conclusions?

- Can you think of any groups or organizations today which believe that certain ethnic or racial groups are inferior? What kinds of evidence do these groups present to prove their beliefs? How can we stop the growth of racist organizations today?

- Have students answer the true-false questions that appear on the worksheet.

STRATEGY 19

Have students read the selection on Worksheet C-20, "An Islamic Doctor in the Middle Ages," and answer the following questions:

- What does this reading tell us about Avicenna?

- Would modern doctors give the same advice about preventing infections that Avicenna did in the 10th century? Explain.

- Why do you think it is harmful, as Avicenna suggests, to inhale the air from marshes, lakes, and swamps? If Avicenna was living today, do you think he would be an environmentalist?

- How would Avicenna feel about present-day efforts to keep air and water clean?

- How did Avicenna cure the young nobleman's illness? What does this tell us about Avicenna's knowledge of the human mind and psychology? How did Avicenna know the young nobleman was lying when he told him he was not in love with a woman?

- Would you consider Avicenna a good doctor? Explain.

- Some people say that we rely on doctor's advice too much today. Do you agree?

STRATEGY 20

"God wills it!" With that cry thousands of Christians from all walks of life went off to the Holy Land to wrest it from the Muslims. Pope Urban II spelled out the reasons for the Crusades in a speech to the faithful.

· Tell students that it is 1095 and that they are a group of French Christian nobles who have come to hear Pope Urban II speak.

· Distribute Worksheet C-21, "The Pope Calls for the Crusades," and have students answer the following questions:

  - What is the Pope saying in his speech?

  - Considering your roles (as Christian nobles), how would you react to this speech? How would it make you feel?

  - Why does the Pope believe that all Christians must go to war against the Muslims? How convincing are the Pope's reasons? Why does he term the Muslims an accursed race? Is it fair to use this term?

  - If you were in the audience would you have volunteered to go on a crusade? How justified was the Pope in calling for war against the Muslims?

. This might prove an excellent springboard for discussing the question: "Under what conditions is war justified?" Read the following statements. Tell students to indicate whether they strongly agree, disagree, or strongly disagree with the following statements:

  - War is justified if a nation's territory is attacked.

  - War is justified to prevent the slaughter of innocent people in another country.

  - War is justified in the name of religion.

  - War is justified to prevent another nation from being attacked.

  - War is justified to prevent a weak nation from being taken over by a stronger one.

  - War is justified if one nation attacks the property (business) of the citizens of another nation.

  - War is justified if civilians of one nation are taken hostage by another.

  - War is justified if the armed forces of a nation are attacked.

STRATEGY 21

The Crusades, in which Christendom tried to win back the Holy Land from the Muslims, had results quite different from those expected by its organizers. Both the crusaders and Muslims learned much from each other, although the Europeans received more since Muslim civilization was generally more advanced. The cultural diffusion resulting from the Crusades had a profound impact on European society.

- Have students read the selection on Worksheet C-22, "Legacy of the Crusades," and have them answer the following questions:

  - What preconceptions did the crusaders have of the Muslims? How did their opinions change after they had contact with the Muslims? Why did their opinions change?

  - How did the West benefit from contact with the East? What do you consider to be the greatest contribution that the Muslim world gave to the West? Why?

  - Explain how contact with the Islamic world brought about changes in Europe with respect to food, dress, transportation, financial institutions, architecture, and military tactics.

  - From the Western point of view, can the Crusades be considered a success or a failure? Explain. How do you think the Muslims viewed the Crusades?

- Ask students to review the reading on Worksheet C-22, and prepare a chart listing all contributions of the Islamic world to the West. They should divide their lists into a minimum of five categories (e.g., food, ideas). In each category they should rate the contributions in terms of impact on our lives from most to least important. Finally, they should rank the three most important contributions of the Islamic world.

SUBTHEME C: *THE MIDDLE AGES WAS A TRANSITIONARY PERIOD IN EUROPEAN HISTORY*

LEARNING ACTIVITY 4

RATIONALE

Feudalism, like any political, economic or social system, lasted only so long as it was useful and effective. Numerous developments after the ninth century rendered feudalism counterproductive and inadequate in satisfying the basic needs of European society. The changes which were responsible for the decline of feudalism included the following: increased population, revival of trade, increased production of food, the re-emergence of cities, the development of a monied economy, the introduction of gunpowder, and the birth of an urban middle class, all signaled the end of the feudal system in Europe.

Europe began to awake from the feudal doldrums with the revival of trade in the eleventh century. This commercial activity led to the establishment of trading centers, which in turn, developed into towns. The rebirth of urban society introduced significant changes in European society. Economic life began to show signs of a new dynamism. Elements of a market system began to replace the traditional economic system inherent in feudalism. A new class of prosperous merchants and artisans emerged, along with new institutions to serve their needs. Merchants and craftsmen formed associations which promoted their respective interests. Such organizations, called guilds, were the forerunners of modern-day merchant associations and labor unions.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify the factors which caused the decline of European feudalism.
- Compare the conditions which led to the decline of Japanese feudalism with the conditions that caused the decline of feudalism in Europe.
- Explain the development and operation of the guild system in Europe during the Middle Ages.
- Evaluate the level of European culture during the Middle Ages.

STRATEGY 22

The decline of feudalism followed the introduction of gunpowder into European warfare, thus making the armor clad knight obsolete. New weaponry, including the long bow enabled monarchs to resume control of their nations.

· Distribute Worksheet C-23, "The Beginning of the Decline of the Middle Ages." Have students study the picture and complete the exercise which follows the pictures.

· Have students answer the following questions:

- Why was the use of gunpowder of such significance in bringing an end to feudalism? Explain.

- If you were a king how would you use the invention of gunpowder to increase your power?

- Was the invention of gunpowder or the Crusades a more important factor in the decline of feudalism?

- Gunpowder is a forerunner of today's nuclear weapons. Should its invention be praised or condemned? Can weapons of destruction be of benefit to mankind or should they be destroyed?

STRATEGY 23

The organization of strong central military government by Iyeyasu Tokugaua in Japan hastened the end of feudalism. Each of Japan's four classes - samurai, farmer, artisan and merchant were strictly regulated.

· Distribute Worksheet C-24 "Feudalism Declines in Japan," containing rules governing the military class under Tokugaua and ask the students the following questions:

- What is your reaction to these laws? Explain. How did such help bring about the end of feudalism in Japan? Explain.

- How would you feel about obeying such laws?

- How can you explain the need for these laws after the feudal period?

- Was it a good idea to attempt to limit the cultural contacts with Europeans? Explain.

. Have students complete the chart on Worksheet C-24, by indicating which of these regulations they would favor, oppose or which do not apply. Go over the students answers. Ask the following question:

- Would applying such guidelines to all Americans help to enhance law and order in our society? Explain.

STRATEGY 24

The size of cities in the Middle Ages remained stagnant until the ninth century. It was at that time that increased trade acted as a catalyst in the growth of urban centers.

- Distribute Worksheet C-25, "Nuremberg:1220."

- Tell students that they are serfs who have visited the town of Nuremberg in the year 1220 with their lord. While there, they purchase the post card portrayed on the Worksheet.

- Have them write a post card to a relative on the manor describing their perception of life in a medieval town.

- Distribute Worksheet C-26, "A Medieval Town - circa 1220," and ask students to explain their answers to the following questions:

  - How was the medieval town described in the reading?

  - How does the actual description of the medieval town compare to what you thought it would be like? Explain. How does the medieval city compare to the city of today? Explain.

  - If you were a peasant used to life on the manor how would you feel about living in the city? Explain. Would the city or the manor be a better place to live? To what degree did the growth of the city begin to spell the end of feudalism?

  - As a candidate for mayor of the medieval city (Nuremberg) what suggestions would you make for improving living conditions there?

  - Do you think today's city is a good place to be raised? When you live on your own, will you live in a city?

STRATEGY 25

The economy of the Middle Ages was based upon a system of mutual obligations. This system contained elements from which our present-day market system developed. In addition, the roots of labor unions can be traced to the guild system of the medieval period.

· Distribute copies of Worksheet C-27, "Guild Rules," and have students answer the following questions:

- What rules governed membership in the Merchant Guild on Lynn Regis? What effect do you think these rules had on the guild?

- Why do you think the guild system developed? Explain the benefits of having a guild system.

- Why were guilds referred to as "craft associations"?

- Why do you think the guild fined members who told its decisions to outsiders?

- What were some of the rules governing the Hatter's Guild? What effect would the rule allowing only members of the guild to sell hats in London have on prices and competition?

- How would you explain the concern of the Hatter's Guild for "quality control"? What effect did rules like these have on the economy of the period?

- How would you compare guilds to today's labor unions? How are they different? How are they similar? Explain.

- Why do you think the guilds set standards for goods? Are there standards set for goods produced in our country today? By whom are these standards set?

- If you were a shopper in the Middle Ages, would the craft or merchant guilds help or hurt you in your efforts to get the most for your money? Explain.

STRATEGY 26

- Distribute copies of Worksheet C-28, "Two Views on the Feudal Ages." Using the information contained in these two excerpts, along with the material contained on Worksheets C-17, C-25-27, and have students consider whether "Dark Ages" is an appropriate label for describing European civilization in the Middle Ages. You can use the following activities for this purpose:

  - Have two or more students debate the resolution "European civilization in the Middle Ages was a period of violence and disorder, devoid of creativity and vitality."

  - Have students write a one-page essay either agreeing with, or refuting the label of "Dark Ages." Ask them to make specific references to the evidnece contained in Worksheets.

- As a summary activity, put the continum below on the chalkboard and ask each student to plot a point on the continuum in response to the following statement:

Europe in the Middle Ages went through a period of

brutality and lack of progress — 0 1 2 3 4 5 6 7 8 9 10 — great cultural and economic achievement

- Ask students to defend their responses.

Subtheme D *The Mongol Empires*

SUBTHEME D: *THE MONGOLS ESTABLISHED VAST EMPIRES IN EUROPE AND ASIA*

LEARNING ACTIVITY 1

RATIONALE

Nomadic tribes from Central Asia united under the leadership of the Mongol Emperor Genghis Khan in the 13th century to establish a fierce and highly disciplined fighting force. Mongol armies plundered and devastated an area that extended from Korea and North China in the East, to the borders of Poland and Hungary in the West.

The impact of Mongol rule varied with each particular civilization they dominated. In Russia, the Mongols discouraged contact with Western Europe, thus depriving that country of the influence of the Renaissance; in the Middle East, Mongol rule left a trail of disorder and devastation; in India, a great Mughal (Mogul) Empire combined cultural and linguistic advancements with political and military achievements, while the Mongols who dominated China adapted the institutions and life-styles of the people they conquered.

The Mongols, by virtue of their extensive conquests, succeeded in imposing peace and stability throughout their vast empire, thereby enabling trade to prosper. European merchants, who had been denied contact with the East as a result of the Islamic trade monopoly, were the chief beneficiaries of the Mongol triumph over the Moslems. The Mongols allowed European merchants to establish commercial relations with Persia, India, and the East Indies. Consequently, Europeans were able to locate the source of the spices they so greatly valued. When this trade was interrupted by the reassertion of Islamic rule in the 14th century, Europeans began to explore alternate ways of reaching the East, including an all-water route. Thus the Mongols, who encouraged trade between Europe and the East Indies, were indirectly responsible for the Age of Exploration which emerged in the West in the 15th and 16th centuries.

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the extent of the Mongol conquests.
- Explain the methods of conquest employed by the Mongol warriors.
- Discuss how Mongol and Chinese cultures were fused after the Mongol conquest.
- Analyze a portion of the Mongol Code of Law.
- Make hypotheses about the Mongol culture based on the Code of Law.
- Discuss the influence of Mongol (Moghul) rule in India.

STRATEGY 1

The Mongols moved out of Asia into India, Russia, and the Middle East to occupy a vast amount of territory, possibly the largest empire in the history of the world.

- Distribute Worksheet D-1, "Mongol Empire," and have students explain their answers to the following questions:

  - What does this map tell us about the Mongol Empire?

  - Which nations today have been most influenced by Mongol rule?

  - How would you feel if you were the ruler of a country bordering on the empire? How would you deal with the ever-expanding Mongols if you were the ruler of a bordering nation?

  - Are there any advantages for people living within a large empire? Explain. Are there any disadvantages? Explain.

  - Could a nation today accumulate such a large empire? Explain.

  - How would you expect nations conquered by the Mongols to be affected? How would you expect the Mongols to be affected as a result of their conquests?

- Divide the class into groups. After researching, have each group report on the Mongol's influence in a specific country.

STRATEGY 2

The Mongols were well-known for their fighting ability and their war machine was virtually unbeatable. A description of this war machine as it was operated by the Mongols (Tatars) in Russia is described in Worksheet D-2, "Mongol War Machine."

- Distribute Worksheet D-2, "Mongol War Machine," and have students answer the following questions:
  - What does this reading tell us about the Tatars (Mongols)?
  - Today diplomats send short messages by cable. Assume you were the author of the reading selection and had to send a 50-word cable message to the pope describing the Mongol war machine. What would you write?
  - How does this description explain the Mongols' success in gaining such a large empire?
  - How would you feel if you were told that the Mongols were going to be attacking your town in the next few days? What would you do? Would it have been better to fight, surrender or run? Explain.
  - Why were nobles always killed by the Mongols?
  - Do you think the Mongols fought wars fairly? Should there be rules for fighting wars? Can there be rules of war?
- Make the following chart on the board.

RULES OF WAR	FOR	AGAINST

- Ask students to try to devise a list of war crimes. Is this list realistic or is all fair during war?

STRATEGY 3

The Mongols' first great leader was Genghis Khan, who ruled the Empire from 1206 to 1227 A.D. Following him was Kublai Khan, the grandson of Genghis Khan. The Mongol, Kublai Khan, was faced with the problem of how to deal with the indigenous Chinese population. The problem is highlighted in the imaginary dialogue on Worksheet D-3, "Mongols vs. Chinese: Who Won?"

· Before distributing the Worksheet, have students make the chart below in their notebooks. They will complete the chart during the role play. In column one they will list aspects of the Chinese culture described in the story. In column two, they will do the same for the Mongol culture and in column three they will list aspects of the new Mongol-Chinese culture.

1 CHINESE CULTURE	+	2 MONGOL CULTURE	=	3 CHINESE-MONGOL CULTURE
1.		1.		1.
2.		2.		2.
3.		3.		3.
4.		4.		4.
5.		5.		5.

· Ask for two volunteers to role play the dialogue. After students have completed the chart have them explain their answers to the following questions:

- What conclusions can you draw from this chart? Explain.
- How did the Mongols change China? How did the Chinese change the Mongols?
- Who changed more as a result of the conquest of China: the Mongols or the Chinese? How can you explain this? (In some cases, the conquered people take on the conqueror's ways.) Can you make a general rule based on the Chinese-Mongol experience explaining under what conditions conquerors take on the lifestyles of the conquered?
- If you were Chinese, how would you have felt about the Mongols ruling your lands?
- Were the improvements brought on by the Mongols worth the price of independence which the Chinese had to pay? Explain. Is it ever good for one nation to be controlled by another?
- Genghis Khan said, "After us the people of our race will wear garments of gold, eat sweet, grassy food, ride splendid horses, and hold in their arms the loveliest women. They will forget that they owe these things to us." What do you think he meant by this? Underline two statements in the story which would either prove or disprove Genghis Khan's prediction. Do you think Genghis Khan's predictions came true? Has the United States contributed more to or borrowed more from the cultures of other peoples? Explain.

- Have students complete the following statement with a paragraph explaining their prediction of future effects of Chinese culture on the Mongols:

  After the death of Kadak and Liao, the cultures of the Chinese and Mongols _____

  _____

  _____

  _____

- As a follow-up to the reading, have students read Worksheet D-4, "The Mongols and the Chinese: Bargaining for Change " and complete the exercise on the Worksheet.

STRATEGY 4

Very often the Mongol name has been associated with barbarianism. However, the Mongols developed a code of law which reflected the desire for an orderly society.

- Distribute Worksheet D-5, "It Was the Law....According to the Mongols," and ask students to explain their answers to the following questions:
  - What does this law code tell us about the Mongols in China? Explain.
  - How can you explain the concern for family in this code?
  - What does a legal code tell us about the values of a society? Should we be more concerned about the health of the American family today?
  - Do you think we should adopt any of these provisions in our legal code? Should the law be involved in family relationships?
- Have students complete this statement with a paragraph.

  In order to keep the American family together in the future, we should _____

  _____

  _____

STRATEGY 5

The Mongols (called Moghuls) also established an empire in India. The Mongols (Moghuls) in India were Moslems who developed a culture reflecting traits of Moslems, Hindu, and European societies.

- Tell students to pretend that they are part of a trading party visiting the Moghuls' leader Akbar (from 1566 to 1617). Ask students to make a list based upon what they have learned about the Mongols in other areas, of what they would expect to find when they get to Moghul India.

- Distribute Worksheet D-6, "Moghuls in India," and have students complete the exercise on their Worksheets, then have them explain their answers to the following questions:

  - What does this tell us about the Moghuls?
  - In what ways were the Mongols in India similar to the Mongols in China and Russia? Explain. In what ways were they different? How can you explain this?
  - How can you explain the portrait of Akbar painted in the style of European artistry? Why would European artists find Akbar a fascinating subject? Explain.
  - How can you explain Akbar keeping a sword at his side?
  - Do you consider Akbar a great ruler? How can you explain why his rule was often threatened with rebellion? Akbar angered Moslems by allowing members of other religions to practice their beliefs freely. Did this weaken the empire? Was Akbar wise in granting religious freedom to others if it weakened his empire? Explain. Is this the trait of a great ruler? Explain. Is a great ruler one who would grant basic human rights to others even if it would weaken his empire?

SUB-THEME E: THE NATION STATE BECAME THE BASIC FORM OF POLITICAL ORGANIZATION

This sub-theme dealing with the Rise of the Nation State will be furnished at a later time. It will be included in a supplement to Global History, which is currently being developed.

Subtheme F *The Byzantine Empire*

SUBTHEME F: *THE BYZANTINE EMPIRE PRESERVED AND DISSEMINATED CULTURE DURING THE MIDDLE AGES*

LEARNING ACTIVITY 1

RATIONALE

The Roman Empire in the West collapsed in A.D. 476, and the Eastern Roman Empire continued to survive and prosper for another 1,000 years. The Eastern Empire, also called the Byzantine Empire, was centered around the city of Constantinople, which was favorably located at the junction of the east-west and north-south trade routes.

The cultural debt between the Byzantine Empire and the West is mutual. Although Byzantine society was more Hellenistic than Roman in character, many Roman institutions were adopted by the Byzantines, particularly Roman law. The arts of civilization were preserved by the Byzantine Empire at a time when Europe had sunk into chaos and barbarism. When Western Europe was mired in the lethargy of feudalism, Byzantium had established a stable, flourishing civilization, which featured an educational system, brilliant mosaics and ingenious architectural designs. Byzantine scholars preserved and translated the ancient Greek manuscripts which contributed so greatly to western philosophy and institutions. Finally, the Byzantine Empire, situated at the gateway to Europe, protected the vulnerable West from the attacks of aggressive societies east of Byzantium. In essence, the more advanced Byzantine Empire demonstrated to the devitalized West the possibilities of an energetic civilization.

PERFORMANCE OBJECTIVES

Student will be able to:

- Explain how the Byzantine Empire preserved Western art and architecture.
- Discuss the organization of Byzantine government.
- Draw a hypothesis about the importance of trade in the development of the Byzantine Empire.
- Discuss the importance of the Justinian Code to Western society.
- Apply the Justinian Code of Law to current-day situations.
- Describe how Byzantine culture influenced Russia and other societies.

STRATEGY 1

In A.D. 395, the Roman Empire in the East was established by the Emperor Theodosius. Named after Byzantium (Constantinople), its capital city; the Byzantine Empire, which lasted until 1453, preserved Greco-Roman civilization. By far its greatest Emperor was Justinian.

- Distribute Worksheet F-1, "Byzantine Empire Under Justinian," and have students explain their answers to the following questions:

  - What does the information supplied in these Worksheets tell us about the Byzantine Empire?

- What does this map tell us about Justinian as a ruler? Explain.

- How did geography play a role in the Byzantine Empire lasting over 1,000 years? Explain.

- Is geography still a major factor in creating great civilizations?Explain.

- Does the conquest of territory create as many problems as it solves? Why? Why not? Is conquest an effective way to spread one's culture? Explain.

- Can a ruler be considered great without conquest? Explain.

· Trade was a major factor enabling Byzantine culture to spread to so many areas. Distribute Worksheet F-2, "Byzantine Trade Routes."

- What does this map tell us about the Byzantine Empire?

- How does the large amount of goods traded help to explain why the Byzantine Empire lasted so long? How might the goods traded have been used to improve the quality of life within the Empire? Explain.

- Of the trade routes (A,B,C,D) outlined here, which was most important to the Byzantine Empire? Which would be most important to the United States today? Least important today? Explain.

- Could the Byzantine Empire have lasted so long if not for the extensive trade routes which developed? Explain. Is trade just as important to the United States today?

- Some people today believe that the United States should become less dependent on trade, especially in the area of energy. Do you agree? Is this possible? Would energy independence be worth the possible sacrifice which might come along with it? Explain.

· Have students write a news article under the headline:

United States Ends World Trade
To Rely on its Own Products
World Trade Expert _____, predicts...

In the blank space _____, students should fill in their own names. Their article should be no longer than two paragraphs, and should contain their predictions as to the consequences of the United States cutting off its trade with the rest of the world.

STRATEGY 2

Possibly the greatest contribution of the Byzantine Empire, and the greatest legacy of the Roman Empire, was Justinian's codification of Roman law.

The framers of our Constitution were influenced by Roman legal precedents when they decided that a written codification of law was necessary to protect the rights of all citizens.

- Distribute Worksheet F-3, "Justinian Code of Law," and have students answer the following questions:

  - What are the most important principles of the Justinian Code? Explain.
  - Why is the Justinian Code considered by many to be the greatest contribution of Roman law? How can you explain a dictator like Justinian adopting this Code?
  - To what degree has American justice been influenced by Justinian's Code?
  - What is meant by "no one must suffer a penalty because of what he thinks?" Do you agree with the idea expressed in this quotation? Explain.
  - How can the credibility of a witness be determined in court?
  - Are there any principles in this Code which should not be included? Explain.

- Write statements 1 through 4 on the board. Ask students to decide whether or not the actions underlined would have been permitted under the Justinian Code?

  1. *Actor Refuses to Testify about His Political Beliefs*
     Cited for Contempt of Court
     Will Serve a Year in Jail

  2. *Security Guard Jailed*
     Killed Teenager on Order of Company Owner

  3. *Farmer Jones' Cow Claimed by Farmer Smith*
     Pending Investigation
     Farmer Jones to Maintain Livestock

  4. *Unemployed Worker Samuel Smith Evicted from Apartment*
     Claims He is Unable to Pay Rent
     Furniture Confiscated by Landlord to Liquidate Debts

- Distribute Worksheet F-4, "Justinian Code and United States Law," and ask students the following question:

  - To what degree have we copied from the Justinian Code? Did we copy the best parts?

STRATEGY 3

While the Justinian Code would prove to make an important contribution towards democracy, the Byzantine government was by all accounts a totalitarian state. Violent outbursts against the government were common. The most famous of these was the Nika revolt in 532.

- Distribute Worksheet F-5, "Revolt in Byzantium."
  - Ask for volunteers for the following parts: Basil, Alex, Leo, Leontius, Justinian, Theodore, General, Stephen and Nikki.
- Instruct the class to answer the following questions while listening to the role play:
  - Why were the people of Constantinople complaining at this time? Explain.
  - Describe the role of Theodora in the government during this revolt.
  - How did Justinian put down the revolt?
  - What was the result of Justinian's actions?
- Procedure for conducting the role play:
  - Stop the role play at the point after Leontius says, "But, sir--"
  - Ask the class: If you were Justinian what would you have done?
  - Place the students' ideas on the board in one column. In the column to the right ask the class to suggest what outcome might result from taking each particular form of action.
  - After all possible alternatives are on the board, have students select the best course of action for Justinian to follow, explaining their reasons why.
  - Continue the role play to the end.
  - Ask students to provide the answers to the questions you posed them.
  - Ask the entire class the following questions:
    --What does this play tell us about the Emperor Justinian?
    --Do you think Justinian dealt with the revolt wisely?
    --Do you think Justinian could be called a great leader?
    --Considering how Justinian contributed to making Constantinople a beautiful place in which to live, do you think he deserved to remain the emperor despite the slaughter of 30,000 people?
    --Would such tactics be a good way to deal with law breakers today?

STRATEGY 4

One of the siginificant contributions of the Byzantine Empire during the Middle Ages was the preservation of Western art and architecture.

- Tell students that today they are going to take an imaginary trip to a museum in Constantinople in the year 1100. Distribute Worksheet F-6, "Byzantine Art." Ask students to explain their answers to the following questions:

  - What do these exhibits tell us about Byzantine art forms?

  - How would you describe the mosaic art form? What makes Byzantine architecture so unique? Why were walls built around Constantinople?

  - How would you compare Byzantine art to other art forms?

  - Why did Byzantine artists pay so much attention to religious subjects?

  - Why has the use of art been an effective way for ideas of one society to be transferred to another? Many people believe rock music plays the same role today. Explain.

  - Can you point to any Byzantine art where you live?

STRATEGY 5

Byzantium functioned as a cultural disseminator in the region. The Russian adoption of Eastern Orthodox (Byzantine) Catholicism is a perfect example. As a result, Russia's culture became linked to the Mediterranean region rather than Western Europe. In this strategy, students will read about the baptism of the Prince of Kiev, Vladimir, who is given credit for introducing Christianity into Russia.

- Distribute Worksheet F-7, "Byzantium Spreads Christianity to Russia.", and have students answer the following questions:

  - What happened in this story?

  - Why does the writer refer to the Byzantines as Greeks not Romans?

  - How can you explain Prince Vladimir converting to Christianity? Would you have done the same thing if you were him?

  - Do you think the Emperor Basil of Byzantium was justified in forcing his sister to marry Vladimir?

  - How did Vladimir's conversion bring about cultural change in Russia?

  - Why do many scholars of the area consider Vladimir's conversion so significant?

  - Using the facts in the story, if you were Vladimir, how would you go about convincing the people to become Christians without using force?

  - Vladimir forced his people to convert to Catholicism. Was he doing the right thing?

Subtheme G *The Ottoman Turks*

SUBTHEME G: *THE OTTOMAN TURKS FUSED ELEMENTS OF BYZANTINE AND MUSLIM CULTURES*

RATIONALE

Warriors from Asia Minor converted to Islam in the 14th century, and threatened the remnants of the Byzantine Empire. Constantinople succumbed to repeated attacks and fell to these Ottoman Turks in 1453. Shortly thereafter, an Ottoman Empire was carved out of land in the Middle East, North Africa, and a large part of Eastern Europe. The Ottomans were able to maintain this empire for 500 years, largely due to the creation of an excellent fighting force and an effective system of administration.

As conquerors of both the Byzantine Empire and most of the Muslim world, the Ottomans played a vital role in European and world affairs. Their civilization was widely admired for its artistic accomplishments, its educational systems, and for a civil service based upon merit. By threatening the Hapsburg Empire in the 16th and 17th centuries, the Ottoman Empire inadvertently aided the Lutheran cause in Europe; later, the weakness of the Ottoman Empire in the 19th century created a power vacuum in Eastern Europe that led directly to the outbreak of World War I.

PERFORMANCE OBJECTIVES

Students will be able to:

- Trace the extent of the Ottoman Empire
- Explain the reasons why the Turks were able to conquer and maintain a large empire in the Middle East, North Africa and Eastern Europe
- Describe the organization of the government and the military of the Ottoman Empire
- Demonstrate how the Turks fused Muslim and Byzantine ideas

STRATEGY 1

Before they made contact with the Ottoman Turks, the Europeans considered them barbarians. Worksheet G-1, "Impressions of the Ottoman Turks," portrays a description of the Turks as offered by an Italian Cardinal.

· Distribute Worksheet G-1, "Impressions of the Ottoman Turks," and have students complete the writing exercise on the Worksheet. Ask students to explain their answers to the following questions:

  - What is the writer saying about the Ottoman Turks? Underline the words which indicate the author's opinions about the Ottoman Turks.

  - How does the writer support his opinion of the Ottomans as barbarians? How convincing is the author in describing the Turks as barbarians? Explain.

  - Have you ever expressed an opinion of a person (or persons) you've never met? Explain.

  - If you were the leader of a nation at this time, how would you go about determining what the Ottomans were really like? Explain.

STRATEGY 2

Once contact was established, Europeans changed their opinions of the Ottoman Turks. Suleiman was described by a European ambassador as having the demeanor of a "truly great superior being."

· Distribute Worksheet G-2, "Meeting with the Great Suleiman." Have students complete the exercise at the bottom of the Worksheet. (The objective of the writing exercise is to demonstrate to the students that in order for opinions to be valid they must be supported by facts.) Have students answer the following questions:

  - How would you describe Suleiman from this meeting? What does this tell you about Suleiman?

  - What indications do you have of how the Sultan viewed himself? Should Americans be as respectful of their presidents as the Turks were to the Sultan?

  - How would you have felt in Suleiman's presence?

  - Why did Suleiman keep his bow and arrows near him? Why would some people want to assassinate him? Explain.

  - Considering the assassination attempts on our presidents, should we protect them more? How?

STRATEGY 3

The new European admiration for Suleiman carried over into the field of art. In fact, Suleiman and his wife became "westernized" through the work of European artists.

- Distribute Worksheet G-3, "European Artists on Suleiman." Have the students read it and answer the following questions:

  - What do you learn about Suleiman and his wife from these pictures? What do the inscriptions tell us? Explain. How would you describe them? How do these pictures compare to impressions gained through the readings on Worksheet G-1. "Impressions of the Ottoman Turks"?

  - It is rare that a Muslim woman would be portrayed without a veil. How can you explain her appearance? Are there any indications that a European made this print?

  - How helpful would these prints be in describing Suleiman? Did the Europeans admire them? How can you explain the change of views regarding the Turks?

STRATEGY 4

An effective army was essential in the building of the Turkish empire. However, rather than fitting the European stereotype of barbarians, the Turkish army appeared quite well disciplined.

- Distribute Worksheet G-4, "Turkish Army in Battle."

  - What impressions of the Turkish armed forces do you get from this picture? Does this picture indicate why the Turks were so successful in building an empire?

  - As Europeans, how would you feel about fighting in an army against such soldiers?

  - Why do you think the Turks struck fear in the hearts of Europeans who had to fight them?

- Tell students they will be reading a comparison of the European and Turkish armies. Have them make the following chart in their notebooks which they should complete after they finish the reading.

Turkish Army	European Army

- Distribute Worksheet G-5, "European vs. Turkish Army," and have students explain their answers to the following questions:

  - How does this writer compare the European and Turkish armies? Explain.

  - How does this writer's view of the Turkish army compare to the impression you received from the picture? To what degree was the picture deceiving?

- What words does the writer use to indicate he was surprised by what he saw in the Turkish army camp?

- Why does the writer think the Turks are such successful fighters?

- What does the writer mean by saying "the army is equipped with the wealth of many kingdoms"? Explain.

- Which do you think is the most effective way of building an empire today, through military means or by diplomacy?

- The last sentence of this story reads,"Can we doubt what the result must be?" ...Continue the story for an additional paragraph indicating how the author would have completed this story.

STRATEGY 5

To ensure that Turkish government and military command were filled by the finest candidates, Mohammed the Conqueror founded the Palace School to provide a well balanced education. The curriculum indicates the degree to which Turkey relied on and benefitted from a multi-cultural society.

·Distribute Worksheet G-6, "Palace School Curriculum."

- How would you compare the Palace School curriculum with the one in your school? Why were Arabic and Asian subjects almost as important as Turkish subjects?

- To what degree does the Palace School curriculum indicate the importance placed on the sharing of cultures? Most schools in the United States emphasize one culture rather than many. Would we be better off if we did?

- Why were these courses chosen for future Turkish leaders? Would you add any others? Explain.

- Do you think vocational training in the United States is emphasized enough today?

- How did the Turks blend Muslim and Byzantine cultures?

- Should we in the United States today borrow any ideas from the successful Palace School curriculum?

STRATEGY 6

Despite the autocratic nature of the Sultans, there were many democratic features, including official religious toleration for Christians and Jews and a civil service system based on merit.

- Distribute Worksheet G-7, "Merit System." Have the students read it and explain their answers to the following questions:

  - What do these readings tell us about the Ottoman Empire?

  - How can you explain such democratic ideas in a government controlled by a dictator?

  - Why did some government officials brag about their parents being shepherds?

  - How does the author compare the Turkish government's method of job promotion with European practices? Why did many Europeans consider the Turks barbarians? Explain.

  - How important was the fairness of the promotion system in making Turkey a grand empire? Which do you consider more important to making a great civilization, a democratic government or an effective military force?

  - In the United States today, is what you know more important than who you know?

STRATEGY 7

As successors to the Byzantine Empire, the Ottoman Turks had occasion to mesh elements of Eastern Orthodox and Muslim cultures. The most outstanding example of this is St. Sophia, the Eastern Orthodox church which was changed into a mosque after the Ottoman Turks conquered Constantinople.

- Distribute Worksheet G-8, "St. Sophia." Have the students explain their answers to the following questions.

  - What do you see here?

  - What evidence is there that this church was the product of both Christian and Muslim cultures? How can you explain this happening in the city of Constantinople? What does this tell us about the Ottoman Empire? Explain.

  - Does one religion have the obligation of keeping sacred the religious places of another religion?

  - Can you point to any other structures which reflect the mixing of two cultures? Explain.

  - Does civilization benefit from such mixing of cultures as occurred in the alteration of St. Sophia?

STRATEGY 8

The product of the Ottoman system was a massive empire which touched three continents.

- Distribute Worksheet G-9, "Ottoman Empire." Have students read it and answer the questions on the worksheet.

Subtheme H *The Renaissance*

SUBTHEME H: *THE RENAISSANCE REPRESENTED A REDISCOVERY OF CLASSICAL CIVILIZATION IN EUROPE AND REAWAKENED INTEREST IN WORLDLY MATTERS*

LEARNING ACTIVITY

RATIONALE

After feudalism declined, a period in history known as the Renaissance began. The emphasis changed from a religious to a more secular view towards life as exemplified by humanism in music, art and literature. Many of the Renaissance themes were not new but rather drawn upon those from classical Greece and Rome. The Renaissance was a period of trade and intellectual curiosity unparalleled in Europe, especially for those who lived in the larger towns and cities. Many signs appeared, and feelings were expressed that indicated a growing "worldly" viewpoint, one in which values were shifting away from tradition, isolation, and religion to secularism, humanism, and international trade and adventure. Educated upper-class citizens of the great cities and towns of northern Italy (and slightly later of northern Europe) were in the forefront of diffusing ideas which stressed an openness to change and an absorption of knowledge from other cultures. Not only was this period one of discovery and diffusion, but it was also one of self-discovery and serious changes or shifts in values.

PERFORMACE OBJECTIVES

Students will be able to:

- Discuss three reasons why the Renaissance began in Italy.
- Compare and contrast classical, medieval and renaissance themes as they appear in representative art forms.
- Demonstrate the process of cultural diffusion in the Renaissance using humanistic literature as an example.
- Identify those qualities possessed by Leonardo da Vinci that defined him as the renaissance man.
- Identify Machiavelli's suggestions to would-be leaders of his day and predict the effects of his governmental principles on a nation.

STRATEGY 1

- Have students examine Worksheet H-1, "Important Medieval Trade Routes." (Map may be projected on screen using overhead projector.)

- Ask students to:

  - Trace various trade routes from the Middle East through Europe.

  - Explain how this map demonstrates the importance of Italy to medieval trade. Do you think that anything in addition to products might have been exchanged between East and West? Explain.

  - How does this map show some of the reasons why the Renaissance began in Italy? How might trade with the Middle East have influenced Renaissance thinking?

- Locate areas of the world that made contributions to the Italian Renaissance.

- What areas of Europe do you think were most influenced by the Italian Renaissance?

- New York City today, like Italy during the Renaissance period, is a center of international trade. Are there any advantages in being the center of international trade? Any disadvantages? Explain.

STRATEGY 2

· Distribute Worksheet H-2, "Genoa in 1432." Have students answer the questions below:

- From the reading, how would you describe the city of Genoa?

- Would you like to have lived in a city like Genoa in the 1400's? Why? Why not?

- How would you compare Genoa in 1432 to New York City today?

- What was Genoa's role in the Renaissance movement? To what degree is New York City a world leader today?

- Ask students to pretend they are artists asked to design a cover for a book written about Genoa during the Renaissance. Have them either draw a picture or describe what they would place in the design of the cover.

- Are there any clues in this reading that indicate that Genoa was a center of international trade? How would the exchange of goods and ideas influence the culture of Genoa?

STRATEGY 3

The development of trade with the Muslim world contributed to the importance and growth of Genoa. These increased contacts with the East led to the beginning of the Renaissance in Europe.

· Have students read the selection on Worksheet H-3, "Trade in the Muslim World" and study the map on Worksheet H-1 which describes the Muslim trade routes. After students have completed their assignments ask them to answer the following questions:

- Why were the Muslims able to develop such an extensive trade system within their empire and with other nations of the world? Do you agree with the Muslim belief that trade was an "honorable profession." Why? Why not? Explain.

- Explain the meaning of the term, "trade barriers." How would the Muslims, not having any trade barriers within their empire, encourage

trade among their peoples? Why do you think we have trade barriers such as tariffs today? (Have students explain the meaning of the word "tariff.")

- Why did the Muslims develop a large banking system and trade associations among merchants?

- Define the terms, "check," "receipt," "letter of credit." How would these banking practices developed by the Muslims help increase trade?

- Can you draw any conclusions about the conditions that must exist before a nation can develop a trade system with other countries?

- Why do you think the "singing commercial" from the ninth century on Worksheet H-3 helped to sell black veils? Is this approach still used today to sell products? Give examples.

- Have the students research and write a singing commercial that might have been popular in the ninth century in the Muslim world. Compare these Muslim commercials with some of the more popular ones today. How do you think they would be similar? Different? Explain.

- Have students write a letter telling the rich man whose methods of gaining wealth are described on Worksheet H-3 whether they feel his methods would succeed in New York City today. Students could then exchange and read each other's letter, and some of the letters would be read to the class.

During the early Middle Ages, when Europe was divided into small kingdoms and somewhat isolated from the rest of the world, the Muslims developed an extensive trade system between and among many nations of the world. Their trade empire extended into Africa, Europe, Asia and the Middle East. They exchanged goods among many nations of the world and in some instances brought the advanced technology of the East to the West.

STRATEGY 4

· Worksheet H-4, "Comparison of Architectural Styles," contains three examples of architectural styles from the classical period to the Renaissance. Have students examine architectural exhibits "A," "B," and "C" and answer the following questions:

  - How would you describe similarities and differences among exhibits "A," "B," and "C"? Can you draw any conclusions about the societies in which these buildings were built?

  - Which two buildings are most similar in style? What does this tell us about the relationships of Greek architecture and the Renaissance?

  - Which style of architecture do you prefer - Greek, Gothic or Renaissance? Why?

  - Which style do you think is most beautiful? Most practical? Explain.

  - Is architecture more a reflection of a particular period or of the architect's creativity? Explain.

· Look at the pictures on Worksheet H-4. After you have identified each of the architectural styles, see if you can find an example, in a picture or photograph, of each type in your city. Compare your pictures to those on Worksheet H-4. What does this exercise demonstrate to you about our debt to the age of the Renaissance?

STRATEGY 5

. Art Auction Procedure - Tell students that they are going to participate in an art auction.

  - Display art works 1A, 1B, 1C, 2A, 2B, and 2C on Worksheet H-5, "Art Auction," each in a different area of your classroom. (As an alternative, you may find it more suitable to use filmstrips or slides displaying paintings and sculptures of the classical, medieval and renaissance periods and project these in front of the class.) During this time students should record their observations on the chart (Worksheet H5) provided them. They should also determine which pieces of art they will bid for and how much will they bid (students should be given $100 art auction dollars which can be made up of strips of paper.)

· Explain procedure to students:

  - Tell students they will be given $100 in art auction money.

  - The six art works (1A, 1B, 1C, 2A, 2B, 2C) will be bid upon in random order, one at a time. However, it will be a closed bid auction. After the first item to be auctioned is chosen, students will submit the amount they wish to bid on a folded piece of paper with their name on it. (Explain to students that each item has a different value today.

You will reveal to them the item which received the hightest bid in the auction.)

- Conducting the auction:

  - Distribute $100 - in art auction money (Worksheet H6 "Art Auction Chart and Money").

  - Randomly determine which item will be bid upon first.

  - Collect bids for that item.

  - Open bids. The highest amount bid wins. If two or more people make the identical bid, they have the opportunity to submit one more sealed bid or withdraw from the bidding. If there are any further ties, the winning bid will be determined by lot.

  - Students who are unsuccessful with bids and/or those with money remaining may continue to bid in the auction (remind students they only have $100 to spend).

  - If some items are not bid upon, skip them and go on to the next.

  - Continue in the same manner until all the items have been through the auction process.

- After students have completed the auction, ask them the following questions:

  - Why did they bid for specific items? Which art treasures were they willing to pay the most for? How do you judge the quality of a piece of art?

  - Which of these items do you think is the most ancient? The most modern? Why?

  - What conclusions can you draw about the societies in which these paintings and sculptures were created? Which paintings and sculptures were the most different? The most similar? Explain.

  - How is exhibit "B" different from "A" and "C"? How are "A" and "B" similar? One of these statues was created in ancient Greece ("A") and one in Renaissance Italy ("C"). What do they reveal about these two cultures?

  - Is art a reflection of its time or does it reflect the creativity of the artist? Explain. Among popular art forms today are rock and disco music. What do they reflect about our society? Explain.

STRATEGY 6

During the Renaissance, sculptors and painters did not sell their works in galleries; they worked for wealthy patrons who supported them within their households. Secular and religious leaders sought to beautify their surroundings through the work of the talented people of their day. From Italy, the custom of patronage spread to other parts of Europe: Albrecht Dürer was supported by Maximilian, Hans Holbein by Henry VII. Benvenuto Cellini, the sculptor of "Perseus With the Head of Medusa" (characters from Greek mythology) discusses the difficulty he encountered in his autobiography.

- Distribute Worksheet H-7, "An Artist Strikes a Bargain." Have students read it.

- Have students explain their answers to the following questions:

  - Describe how Duke Cosimo and Cellini negotiated the statue of "Perseus With the Head of Medusa." Why did Cellini believe "Perseus" would be a popular subject for its time? How did each of them try to exaggerate or deflate its value? How did they finally arrive at a settlement?

  - Why did Cellini believe that the Duke could not buy a substitute for the Perseus from anyone else? What arguments did the Duke use to try to contradict him? Who do you think was more correct? How do you think the price of the Perseus might have been affected if Cellini had been correct? If the Duke had been correct?

  - How might it have been in Cellini's economic interest to be able to sell his works of art to anyone willing and able to pay for them? Why didn't he put them "on the market"? Was having a patron too restrictive on Cellini's freedom?

  - What forms of payment, other than the specific amount he received for the Perseus, did Cellini regularly receive from Duke Cosimo? What economic benefits would Duke Cosimo believe he received by being Cellini's patron? What non-economic benefits might the Duke believe he was receiving by having Benvenuto Cellini working for him? Why might Duke Cosimo be more interested in being a patron for artists if he knew that the other great men of Italy were also patrons?

  - Today, of course, the number of Cellini's works cannot be increased. What will happen to their prices if more and more people wish to own one and are willing to pay for it. Suppose, instead, that tastes change and the demand for Cellini's works declines?

- What will happen to their prices in this case? Can you state a general rule about how a change in demand will affect price when there is no change in supply? Did Duke Cosimo try to control the price of Cellini's works by influencing the supply, the demand or both?

- In the next to last paragraph, Cellini insisted that the Duke acknowledge that his payment of 3,500 golden crowns was only to show his thanks and that the value of the statue was five times as much. What conclusions can you draw from this about Cellini's view of the relationship between the price of an object and its worth?

- Based on your viewing of Cellini's statue and what you have studied previously about the Middle Ages, how can the Perseus be used as evidence to support the hypothesis that there was a difference between medieval and renaissance values?

- Assume you are Duke Cosimo, how would you have recorded the negotiations with Cellini in your diary?

- Do you think that the mayor of New York should enter into an agreement with a modern day Cellini to beautify the city?

- Draw up a contract between a patron and artist for use today. In the contract be sure to include the obligations of each party to fulfill the contract.

- Formulate a list of criteria for determining the value of a piece of artwork.

STRATEGY 7

- An important theme of the Renaissance was humanism, an emphasis on the study of man and earthly concerns, as opposed to the medieval concern with the heavenly world. Have students read the excerpts of renaissance literature on Worksheet H-8, "Renaissance Humanism." Then ask the following questions:

  - From reading these excerpts, how would you describe the major interests of Renaissance authors?

  - How does Petrarch describe Laura? What is the meaning of the quotation taken from "Julius Caesar"? How might people living in medieval times have reacted to these lines? Based on "In Praise of Folly," how does Erasmus view the religious practices of the Middle Ages? Why does he feel this way?

  - What feelings do you get from reading this literature? Why?

  - What are the topics of these poems? How might these topics be different from topics in the Middle Ages? Why? Why do you think literature such as this has been described as humanistic?

- What conclusions can you draw from the fact that the theme of humanism was shared by authors in many countries? Do you think literature tends to be national or international in character? Are other forms of art, such as popular music, national or international in nature? Explain.

- The literature of the Renaissance was written in the language (vernacular) of the people rather than Latin, which was used in the Middle Ages. How would this change affect the spread of Renaissance literature?

- Why do you think the ideas of Renaissance Italy spread to other parts of Europe?

- Examine a copy of the list of more popular books today. Is humanism still the dominant theme? Explain.

STRATEGY 8

A Frenchman, Francois Rabelais, reflects the prominent themes of the Renaissance in his masterworks, "Gargantua" and Pantagruel." The Renaissance emphases on Greek culture and humanism are exemplified on Worksheet H-9.

· Distribute Worksheet H-9, "Gargantua and Pantagruel." Have students read the excerpt and complete the exercise which follows.

· Review exercise with students, having them explain their answers.

· Have students explain their answers to the following questions:

  - In what ways is this excerpt reflective of Renaissance thinking? What examples of humanism does this reading provide? What evidence is there that the Renaissance period did not disregard medieval values entirely? In what ways do we abide by Renaissance values today?

  - Why does Gargantua place such importance in learning Greek?

  - How can you explain science being reestablished during this period?

  - What is your opinion of the advice given in this letter? If you were Gargantua how would your advice differ from that given in the reading?

  - Which of the areas discussed by Gargantua do you think is most important? Least important?

  - If you were away at college today would your parent or guardian give you similar advice? Explain.

STRATEGY 9

- Hand out Worksheet H-10, "Leonardo da Vinci Looks for Work," and ask students the following questions:

  - What does this job application tell you about Leonardo's talents and abilities?

  - Leonardo has been described as the renaissance man. What do you think the term "renaissance man" means? Can you think of any individual who might be described as a "renaissance man" today? Do you think most great people today do many things well or do we live in an age of specialization? Explain.

  - Could Leonardo have made as great a contribution to humanity if he had been born in the Middle Ages? Why? Why not?

  - If the people living at the time of the Renaissance could have been transplanted into a different age, do you think they would have preferred to live in the Middle Ages or today?

STRATEGY 10

- Hand out Worksheet H-11, "The Prince," and have students read the excerpt. Ask them the following questions and have them explain their answers:

  - In your own words explain Machiavelli's advice to would-be rulers.

  - If you were a prince during the Renaissance, what would be your reaction to this advice?

  - Do you agree with Machiavelli that if it is not possible to be both feared and loved, it is safer to be feared than loved? Explain.

  - Why do you think he felt it is safer to be feared than loved?

  - He also says that a leader "must imitate the fox and the lion." What does he mean? Do you agree that a ruler should not keep faith when doing so would be against his interest? Why? Why not?

  - From this reading can you draw any conclusions about the author and the times in which he lived? How do you think he felt about human nature?

  - To what degree do world leaders today follow Machiavelli's advice? Explain your answer.

  - Assume you are President Reagan and this advice was submitted to you by your chief advisor. Using memo form (see Worksheet H-12, "Memo from the President"), write your reaction to this advice, giving reasons to support your point of view.

STRATEGY 11

· Hand out Worksheet H-13, "The Renaissance: Bridge to Modern Times," and have students answer the questions below the diagram.

STRATEGY 12

· Have students read the excerpt from the New York Times article on Worksheet H-14, "Parents' Groups Purging Schools of 'Humanist' Books and Classes," which reports on the goals of those opposed to secular humanism. Students should note that those interviewed in the article discern a conflict between religion and humanism, open-mindedness and moral standards, worldliness and faith.

· Have students answer the following questions:

- Why do some people want popular books taken out of school libraries?

- Why are they opposed to secular humanism?

- Would Petrarch agree with them? Why or why not?

- Did the Renaissance thinkers see a conflict between belief and science, humanism and faith? Why or why not?

- Write a letter, as if you were Gargantua, to the people who attack humanism. What advice would you give? Define humanism in your letter.

Subtheme I *The Scientific Revolution*

SUBTHEME I: *THE SCIENTIFIC REVOLUTION CHALLENGED TRADITIONAL ATTITUDES AND BELIEFS*

LEARNING ACTIVITY 1

RATIONALE

By challenging traditional dogma and techniques, the Renaissance revolutionized literature and the arts in Europe and stimulated a reappraisal of long-cherished beliefs in other areas as well. The previously accepted view of man and his place in the universe was increasingly rejected in favor of the idea of man as inhabitant of one of several planets that rotated around the sun. This new mode of thought radically altered man's attitude toward himself and his relation to the physical world. The changes that ensued became part of what historians have called the Scientific Revolution.

Although the Scientific Revolution is associated with Western Europe, the movement received its inspiration and stimulation from non-European sources. European scientists were clearly influenced by technological and scientific innovations developed centuries earlier in China and in the Islamic world.

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the Muslim and Chinese contributions to the Scientific Revolution.
- Demonstrate how societies build upon and adapt ideas of other civilizations.

STRATEGY 1

· At the time that Europe was struggling to account for everyday phenomena with religious and traditional explanations, the Muslim world was in the midst of its golden age. The Muslims had advanced medical techniques that rarely relied on superstition. Worksheet I-1 shows a comparison between Muslim and European medical practices at the beginning of the Renaissance period. This comparison highlights the advanced medical techniques of Muslim physicians compared to the primitive methods used by their European counterparts.

· Direct students to read Worksheet I-1, "Muslim vs. European Medical Practices," and have them answer the following questions:
  - From these readings how would you compare Muslim and European medical practices?
  - How can you explain why it was believed in early England that smearing warts with a mouse's blood would remove them?
  - If you were the knight in the story, which doctor would you want to treat you? Why wouldn't the European doctor take the Muslim doctor's advice? (Role play the Muslim doctor, the European doctor and the knight. Have the Muslim doctor attempt to convince the European doctor that the European doctor is wrong.)
  - The Muslim doctor concludes his memoirs by saying "I...learned of their medicine what I knew not before..." What did he mean by this? What do you think the Muslim doctor learned? What could the European doctor have learned from the Muslim doctor?
  - Are people more willing to adopt the ideas of people in other cultures today than they were during the Middle Ages? Explain. Can you give examples of people resisting new ideas today? Explain.
  - How did contact with the Muslims during the Crusades help advance medical science in Europe?

STRATEGY 2

In discussing the Scientific Revolution, we sometimes overlook the significant contributions of the Chinese. Many centuries before the birth of Newton, Galileo and Bacon, the Chinese had advanced technological civilization. Through the process of cultural diffusion, scientists in the West adapted these items to suit their own needs.

- Distribute Worksheet I-2, "Chinese Contributions to the Scientific Revolution," and have students follow the directions on the worksheet.
- Once students have completed the writing have them pass it along to a neighbor who will determine how well the opinion taken has been supported. (The purpose of this activity is to graphically portray to students the idea that an opinion must be supported by facts.)
- Go over excercise with the students and ask:

  - What do these contributions tell us about Chinese civilization? Explain.

  - In China, gunpowder was used for ceremonial purposes; in the West it was adapted as a weapon of war. How can we explain this?

  - How does the invention of moveable type illustrate how one civilization can adopt and improve upon inventions developed in other societies?

  - Which of these Chinese contributions had the greatest impact on the world?

STRATEGY 3

Islamic science during the era known as the Middle Ages in the West was far more advanced than European science. The Muslims had long used the methods associated with the scientific revolution. The Muslim scientists had made great advances in mathematics, geography, medicine and other fields. They preserved the scientific discoveries of the Greeks and adopted and transferred many of the scientific inventions and ideas of the East to Western Europe. Have the students read Worksheet I-3, "Select a Title," and answer the questions below:

The best title for this reading would be:

- Scientific Advances During the Middle Ages
- Islam Makes Major Contribution to Medicine
- Islamic Contributions to Science

Students should be asked to explain their answer.

- How can you explain these advances at a time when the European world was in the dark ages?
- How do Islamic accomplishments in medicine and mathematics demonstrate cultural diffusion from other areas?
- Rank the following Islamic advances, using the numbers (7-1), using the number "7" as the most important discovery of inventions and a "1" for the least. Be prepared to defend your answers.
  - -- use of the zero
  - -- inventing algebra
  - -- preparing the most accurate map in the Middle Ages
  - -- preparing the most advanced medical encyclopedia of the Middle Ages
  - -- describing the circulation of blood
  - -- examining such natural phenomena as eclipses, mirages and optical illusions
  - -- improving the overshot waterwheel
- Do you think the author of this article would support the view that the scientific revolution began in the West? Why? Why not?

STRATEGY 4

In seeking to chart the courses of the stars, the astronomers of medieval Islam made use of the most comprehensive mathematics the world had known to that time. The 16th century Persian drawing on Worksheet I-4, "Muslim Scientists in Persia," shows a group of astronomers working in their observatory with a wide variety of instruments including a globe of the world, astrolabes, and a mechanical clock.

- Have students look at the drawing on Worksheet I-4 and answer the following questions:
  - When and where is this scene taking place?
  - What do you think the men are doing in this scene?
  - Can you explain the use of the instruments in this picture?
  - Can you learn anything about the culture and technology of 16th Century Muslims?
  - If the astrolabe is a Chinese invention why are we able to find it in this Muslim drawing? Were any of these instruments taken from the Muslims and used in the West? Explain.

STRATEGY 5

Muslim scholars enjoyed creating mathematical puzzles. A favorite was the "magic square" which students may have worked with in their mathematics classes. In a magic square all the numbers have the same sum vertically, horizontally and diagonally. The third example on this page is an excellent example of cultural sharing - it is a famous magic square called Nasik which is carved in Sanskrit characters on the gate of a fort in India.

- Place this example of a simple magic square on the board (note the sum in all directions is 15)

8	1	6
3	5	7
4	9	2

- Ask students the following questions:
  - Why is this called a magic square? Explain.
  - How does this show evidence of an advanced Islamic civilization?
  - Can you make up your own magic square? Leave blank spaces for your friends to fill in correctly.

- Distribute Worksheet I-5, "The Magic Square."

  - Using the example on the board, ask students if they can derive the solution to this magic square using all the numbers from 1 to 16, with no number being repeated.

  - After allowing students some time, present them with the solution below.

16	2	3	13
5	11	10	8
9	7	6	12
4	14	15	1

SOURCE: John M. Thompson and Kathleen Hedley, People and Civilization, Teacher's Guide, Lexington, Massachusetts: Ginn and Company, 1977, pp. 70-71.

SUBTHEME I: *THE SCIENTIFIC REVOLUTION CHALLENGED TRADITIONAL ATTITUDES AND BELIEFS*

LEARNING ACTIVITY 4

RATIONALE

European scientists built upon the extensive scientific writings of the Greeks and Romans, as well as the contributions of Muslim and Chinese civilizations. The formulation of the scientific method gave considerable impetus to subsequent scientific investigation. However, before the ideas of European scientists found receptive audiences, they had to overcome considerable opposition, because their findings were thought to conflict with medieval religious and popular beliefs.

PERFORMANCE OBJECTIVES

Students will be able to:

- Analyze the reasons for the Scientific Revolution
- Describe the scientific method
- Compare the methods used by scientists during the Middle Ages and the Renaissance
- Explain the reasons for opposition to many of the ideas that developed during the Scientific Revolution.

STRATEGY 6

- One of the major developments of the Renaissance was the formulation by the medieval thinker, Roger Bacon, of the scientific method. Tell students they will be examining a page out of Bacon's notebook (Worksheet I-6, "Roger Bacon Speaks About the Scientific Method").

- After reading Worksheet I-6, students will answer the following questions:
  - In your own words explain Bacon's methods for solving problems.
  - Why does Bacon say that conclusions gained through the use of reasoning are not necessarily certain? Why did many people believe that a diamond could only be broken by using goat's blood? Are there any beliefs that you hold that are based solely on reason? Explain.
  - Bacon says things can be proven by experience (observation). Do you agree with Bacon's conclusions? Explain. What are the weaknesses in Bacon's thinking?
  - Using Bacon's scientific method, how would you go about proving or disproving whose medical theories were correct in the reading on Worksheet I-1?
  - Using the scientific method how would you prove or disprove each of the following theories:
    --Saturn has more than one moon.
    --The disease polio is caused by a virus.
    --Microscopic germs can cause disease.
    --Man's heart has ventricles and auricles.

STRATEGY 7

- Hand out Worksheet I-7, "Scientist's Notebooks." Explain to students that these pictures will give some idea of the direction of the Scientific Revolution.
- Ask students the following questions and have them explain their answers:
  - What do these pictures tell us about the Scientific Revolution?
  - Why weren't the items shown in these pictures invented during the Middle Ages?
  - In what ways were the inventions and discoveries shown in these pictures important to mankind?
  - Do scientific inventions always benefit mankind? Why? Why not?
  - Which of the discoveries shown in these pictures do you think was the most important for mankind? Why? The least important? Why?
  - Do scientists today owe a debt to the scientists who lived during the Renaissance? Explain.

STRATEGY 8

- During the 16th century, Copernicus developed the theory that the earth revolved around the sun. This theory went against Church beliefs which held that the earth was the center of the universe. Copernicus died shortly after his theory was published in Latin. About a century later a man named Galileo confirmed Copernicus' thinking and published his findings. But this time, it was written in the vernacular (language spoken by the people) and greater numbers of people could understand it. As a result, Galileo was put on trial for heresy.
- In this strategy, students will be given an opportunity to resolve Galileo's moral dilemma.
- Distribute Worksheet I-8, "If I Had Been There..." Have students complete the textbook account by inserting their resolution to Galileo's dilemma. After students complete their written work ask them to explain their resolutions to Galileo's dilemma.

  - Why do you think the Church was opposed to the idea first expressed by Copernicus and confirmed by Galileo that the earth revolves around the sun?
  - How did your decision compare to Galileo's? Explain.
  - How did Galileo explain his guilt?
  - Do you believe that Galileo was sincere in his confession? Explain. If not why did he confess?
  - What is your opinion of Galileo saying that ideas in which he believed were wrong? Explain.
  - Would you ever lie about your beliefs to avoid punishment? Why? Why not?
  - How can you explain the fear of new ideas shown in this case? Are people today still afraid of new ideas? Explain.
  - Many people today criticize scientists for teachings that go against writings in the Bible: e.g. evolution. Are they justified in this criticism? Why? Why not? How far should scientists go in their experiments (e.g.test tube babies, gene manipulation)?
  - How does Galileo's dilemma highlight the conflict between medieval and Renaissance values?

STRATEGY 9

- Distribute Worksheet I-9, "Scientists Build on the Work of Others." Have students examine the news stories and answer the following questions:
  - What conclusions can you draw about the Scientific Revolution from examining these news clippings?
  - Why was Newton's achievement considered significant? Why does Newton say if he had seen farther than other men it is only because he stood on the shoulders of giants? To what degree was Newton helped by the discoveries of the other men?

- What does this chart tell us about the development of the heliocentric theory?
- Which discoveries or inventions found on the chart do you think might have been influenced by other inventions or discoveries listed on the chart? Explain.
- Which of Newton's predecessors do you think was the greatest giant? Explain.
- Would Newton have made his discoveries if not for the work of the other men?
- Trace the development of a scientific achievement today (e.g. men landing on the moon). To what degree was this achievement the product of the work of people from different countries at different times?
- Is sharing among scientists in different cultures just as important to today's scientists as it was to Newton?

STRATEGY 10

- Hand out chart on Worksheet I-10, "The Nobel Prize." Ask students to answer the following questions:
  - What does this chart tell us about the Renaissance?
  - How can you explain this time period being referred to as an era of scientific revolution?
  - Have students assume that they are part of a committee assigned the task of presenting a posthumous Nobel Award for the outstanding scientific contribution of the Renaissance.
    - -- Step 1 - Award ratings between "5" and "1" to each scientist, "5" meaning outstanding and long-lasting; "1" being ordinary and of short-term importance. (On line "K", students may add the name of their own nominees, and an explanation of that person or society's contribution.) Give reasons in the appropriate box.
    - -- Step 2 - Have students explain their individual ratings to the rest of the class.
    - -- Step 3 - Have the class as a group decide the name of the one person (if possible) who will receive the award, giving their reasons.

Subtheme J *The Age of Discovery*

SUBTHEME J: *THE AGE OF DISCOVERY CREATED A NETWORK OF GOLBAL CONTACTS*

LEARNING ACTIVITY 1

RATIONALE

Europe's expansion overseas was a great turning point in world history. In many ways, it represents the first stage in the progress toward a global concept.

Europe expanded overseas largely for commercial reasons. Marco Polo and the Crusaders made Europeans very much aware of the riches of China, India, the Spice Islands, and other places in the East. But with the collapse of the Mongol Empire, anarchy reigned in Central Asia and so almost all the trade between Europe and the East was funnelled through the ports of the Near East. This trade was controlled by two middlemen: the Arabs who brought the spices and the other goods to the Near Eastern ports, and the Italians who picked them up at these ports and distributed them through Europe. Since these two middlemen had a monopoly, they charged high prices, so that spices were very expensive for the consumers. The Western Europeans naturally were dissatisfied with these prices. They began to wonder whether they could find some way by which they could reach the Eastern countries themselves. This was one reason why Columbus sailed westward and Da Gama southward.

Another reason was religious. The Christian Europeans had long been the enemies of the Muslims in the Near East. So now the Christians set out in the hope of finding allies overseas who would help them against the Muslims. The Europeans also were happy whenever they found heathen natives to convert to Christianity.

Religion and commerce explain why the Europeans crossed the oceans. But it should be kept in mind that they were able to cross the oceans because of technological innovations, many of which originated in lands outside Europe. Thus the Age of Discovery, which resulted in the diffusion of European culture to five other continents, was in large part made possible by the previous diffusion of foreign technology to Europe in the years preceeding the overseas explorations.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain how Marco Polo's journey to China set the stage for the Age of Exploration which followed three centuries later.
- Analyze evidence concerning early exploration of the New World.
- List the technological innovations of the Muslim and Asian cultures which made the European Age of Discovery possible.
- Describe the reasons behind European interest in finding an all-water route to the East.

· List the reasons for the European desire to colonize the New World.
· Describe the changes that the Age of Discovery brought to Europe and other parts of the world.

STRATEGY 1

. The European appetite for foreign products was stimulated by the Crusades, and further whetted by the exotic reports from Marco Polo and others who visited the Orient.

. Marco Polo, the famous merchant and traveler from Venice, visited China with his father and uncle in 1266. He returned to Venice 25 years later and related his experiences in The Book of Messer Marco Polo of Venice. By encouraging Europeans to cross the vast lands and oceans in order to reach these fabulous countries, he extended the horizons of the Europeans, thereby promoting the Age of Discovery in the 15th and 16th centuries.

· Distribute a copy of Worksheet J-1, "From the Journals of Marco Polo," and have students answer the following questions:
  - How does Marco Polo describe the great palace of Kublai Khan? How does he describe the city of Soochow? Do you think Marco Polo was impressed by the palace of the emperor? Explain. Was he impressed with the city of Soochow? Explain.
  - Display a map of China which includes the modern Chinese cities along Marco Polo's route. Where is Cathay located? Cambaluc? Kinsai? How might you trace Marco Polo's route through China?
  - Why do you think European merchants of the late 13th century were interested in Marco Polo's account? Do you think his voyage attracted other explorers to travel to China? Explain. Can you select specific parts of Marco's account that would encourage European merchants to do business with people in Cathay? What were the "black stones" Marco Polo found in the Chinese cities? Explain your answers.
  - If you were living at that time in Italy, would you have believed Marco Polo's stories? Why? Why not?
  - How did Marco Polo's voyages help set the stage for the Age of Exploration which occurred three centuries later?
  - If you were Marco Polo, how would you convince the ruler of Cathay (China), the Great Khan, to become your friend? To trade with the West?
  - In his journal, Marco Polo writes about the wonders of the Chinese Empire. Have the students list some of the things about this great civilization that impressed Marco Polo. If students have difficulty preparing a list, you might present them with the following list and ask them why they think Marco Polo was impressed:
    -- The Hall of the Palace could hold 6000 people for dinner.
    -- Black stones are used for fuel.
    -- The people of Soochow used paper money.
    -- The people of Soochow make gold brocade from silk.
    -- There are many philosophers in Soochow.
    -- Craft guilds provide full employment in Kinsay.
    -- The people of Kinsay do not quarrel with each other. They act as if they belong to one great family.
    -- The people of Kinsay have constructed 12000 stone bridges.

- Rank the Chinese achievements described by Marco Polo listed above, in terms of their importance to the development of a great civilization. Place the number 1 by the most important achievement, 2 by the second most important, etc. Be prepared to explain your answers.
- Students might role play the first meeting of Marco Polo and the Great Khan.
- Students could write a letter attempting to persuade an Italian merchant to visit China during the 13th century.
- If you had gone along with Marco Polo in the 12th century to the strange land of Cathay and were only allowed to take five items with you, what would those items be? If you were traveling to China today and could only take five items, what items would you take with you to China? Explain your answer.
- If you were planning an expedition to China in the 13th century and could only take two people from the list below,whom would you take? Be prepared to justify your answer.

  -- a priest
  -- a merchant (buys and sells goods)
  -- a soldier
  -- a doctor
  -- an explorer who had traveled to Cathay with Marco Polo
  -- a person who could translate Chinese

STRATEGY 2

The Portuguese were the first Europeans since the Vikings to venture by sea out from Europe to explore other parts of the world. Like Marco Polo before them, they too reached China. The Chinese viewed them as long-nosed barbarians and the Portuguese believed the Chinese to be uncivilized inferior beings.

- Distribute Worksheet J-2, "Chinese Attitude Toward the First Portuguese Traders," and have students discuss the following questions:

  - How did the Chinese view the Portuguese? Why do you think they felt this way about them? Explain.
  - Why do you think the Portuguese shot their canons when they arrived in China? How did the Chinese view this display?
  - Why do you think the Portuguese refused to kneel before the Chinese?
  - Do you think the Portuguese really cooked and ate Chinese children? Why ? Why not? Why do you think the Chinese believed the Portuguese ate children?
  - Were the Chinese justified in sending the Portuguese away? Why? Why not?
  - Have you ever met people who looked, dressed, and acted much different than you? How did you feel about them?
  - Have students write a story about their experiences in a land where people had very strange customs.

STRATEGY 3

The concept of the world in Columbus' time was much different that it is today.

- Distribute Worksheet J-3, "A World Map of 1459," and have students complete the exercise. After giving them a few minutes to work on it, go over it with them.
- Have students explain their answers to the following questions:

  - What does this map tell us about the view of the world in 1459?

  - How does this map compare to a map of the world today? Explain.

  - How can you explain the inaccuracies? How can you explain the accuracy of the map of Europe? Explain. Why are the areas furthest from Europe least accurate?

  - Outline the proposed voyage of Columbus. Does this map indicate why Columbus was "mistaken" in his view of the world?

  - Why is the Mediterranean sea labeled as the only body of water? How can you explain why so little of the oceans is shown?

  - Would a map like this help or hurt Columbus in his efforts?

STRATEGY 4

- While the Portuguese were sailing around Africa, an Italian seaman named Christopher Columbus was looking for a different all-water route. Believing the world to be round, he planned to reach the East by sailing west. However, Columbus made a contract with King Ferdinand and Queen Isabella before his historic voyage of discovery. Later Columbus wrote about his experiences and the results of his explorations.
- Distribute copies of Worksheet J-4, "Columbus Contracts for Ten Percent," and "Columbus Writes to His Son" and have a discussion based on the following questions:

  - In "Columbus Contracts for Ten Percent," what did the writer, John de Coloma, ask of Queen Isabella? Why?

  - What was the bargain to which the queen had to agree?

  - Why did Columbus want to make the trip?

  - Should Columbus, as the Queen's admiral, have received ten percent of the goods found? Why?

- Do sea captains today receive any part of what they might find as they serve their countries? Explain.

- Why did Queen Isabella and King Ferdinand agree to this contract?
- Why did Columbus agree to this contract? If you were Columbus' attorney, would you have advised him to agree to this contract?

- In "Columbus Writes to His Son," why was Columbus unhappy about the news brought by the couriers?

- What had happened to Columbus?

- Why did Columbus suggest that a copy of one part of the Highnesses' letter be made?

- Why did Columbus feel that he should have received the ten percent? Do you agree?

- Provide an opportunity for students to roleplay a meeting between Queen Isabella and Christopher Columbus in which he attempts to get her backing for his voyage:

Role I: Christopher Columbus

Your goal is to get the financial backing of Queen Isabella. You believe the world is round and, because of this, you can reach the Indies by sailing west. You must convince the Queen of all the benefits Spain will get from your mission.

Role II: Queen Isabella

You have heard about Christopher Columbus and his request. You are concerned that providing money for his voyage will drain the treasury in a time when money is needed to continue the fight to suppress the Moors and Jews. You also want to make sure that Columbus is reliable and competent and that the crown will gain wealth and prestige from his voyages.

- Students might role play the scene again except that in the second version, Columbus knows he is sailing to new "undiscovered lands."

. Questions for discussion:

- What arguments did you, as Columbus, present to the Queen? Which do you think was the strongest argument? Why?

- To the students who played Queen Isabella: Were you convinced by Columbus' arguments? Why? Why not?

. Ask students to imagine they are the son of Columbus. Have them write a letter explaining the death of Isabella and what efforts they would make to obtain the 10% promised to Columbus by the crown.

STRATEGY 5

- Distribute copies of Worksheet J-5, "Who Really Discovered America?" and ask the following questions:
  - What are some examples of archaeological discoveries that might prove that the Vikings reached the New World before Columbus?
  - Does the evidence referred to in the reading on Worksheet convince you that other explorers reached the New World before 1492? Why? Why not?
  - If others did discover America before Columbus, do you think we should still honor Columbus today? Why? Why not? Who should be honored for the discovery of America?

STRATEGY 6

- Distribute copies of Worksheet J-6A, "Columbus' Journal of the First of Four Voyages to the New World," and J-6B, "Columbus Writes Home." Have students answer the questions that appear below each excerpt.
  - An additional activity can be to have students prepare a statement for a job application to become an explorer. The statement should include the following:
    -- the qualities and skills they possess that would make them a good explorer.
    -- their reasons for wanting to be an explorer.
    -- what they would hope to accomplish as an explorer in the 16th century.
  - Students might then be asked to complete another statement for a job application to become astronauts today and compare their statements for the two applications.
    -- What qualities and skills are necessary for an explorer today?
    -- How do you feel about men who are willing to explore new lands or go into outer space? Explain.
  - Suppose you are an explorer living in the 17th century who has heard about Columbus' voyages and you want to raise money for ships to explore the New World. Answer the following questions:
    -- Do you want to explore the New World? If so, why?
    -- How will you raise the money for the ships?
    -- How will you convince men to sail with you?
    -- What are the supplies you will need to take along with you?
    -- What are the main dangers that you will face?
  - If you were traveling to a strange land today and could only place three items in your valise, what would they be?

STRATEGY 7

Often overlooked is the Chinese role in the Age of Exploration. Have the students read Worksheet J-7, "Chinese Explorations During the Ming Dynasty," and answer the questions below:

- How did conditions in China set the stage for Cheng Ho's voyages? How did Chinese technology make these trips possible?

- Why were Cheng Ho's voyages important to China? Why were they important to other countries? What does the author mean when he says, "Nonetheless, the voyagers wrote a brilliant page in the history of China's maritime enterprise and foreign relations." How did Cheng Ho's voyages improve trade between China and other countries?

- What were some of the things about the culture of India, Persia, and Arabia that impressed Cheng Ho?

- Would you have wanted to sail on the seven voyages with Cheng Ho? Do you think it would be exciting to visit a country you have never visited before? Explain.

- Do Cheng Ho's voyages disprove the commonly held belief that China had very little dealings and contact with nations outside its immediate region? Explain.

- Why didn't Chinese navigation develop after Cheng Ho? Do you think this was good or bad for China? Explain.

- What were the products exchanged between China and the Western seas? How was this an example of two-way cultural diffusion?

- Write a letter to the emperor supporting the continuation of Chinese voyages of exploration and trade.

- Place the following events in order of their occurence, putting a 1 in the box adjacent to the earliest event, a 2 in the box next to the second earliest event, etc., up to 5, which would be the last event.

/_/ The first Ming emperor developed a navy as an instrument of trade and national power.

/_/ Wu-Ti of the Han Dynasty sent a mission by sea to India.

/_/ Cheng Ho took huge fleets of ships into the Indian Ocean and explored.

/_/ China's national economy had more than recovered from the destruction brought about by Mongol rule.

/_/ Kublai Khan sent a big fleet to invade Japan.

STRATEGY 8

. Additional assignments for students might deal with other explorers such as Magellan and Verrazano.

· Distribute copies of Worksheet J-8A, "A Survivor Tells of Magellan's Expedition," and have the class answer the questions below the reading.

. Some activities based on information about explorers that will give students a broader view of the scope of the Age of Discovery are:

- On Worksheet J-8B, trace the voyages of some of the explorers such as Columbus, Magellan, Vasco da Gama, Verrazano, and the Vikings on a world map to determine which countries sent explorers and where they landed.
- Use the map of Verrazano's route along the Atlantic coast of America to locate the places where he stopped. Then identify the present-day names of those places. (See Worksheet J-8C, "Verrazano's Route Along the Atlantic Seaboard.")
- Have students write letters home from an imaginary voyage around the world using Anthoyne Pigapheta's letter as a model. (See Worksheet J-8A, "A Survivor Tells of Magellan's Expedition.")
- One writer has said that "the Age of Discovery of the fifteenth century was as significant and exciting as the lunar (moon) probes in our times." Do you agree with this statement? Why? Why not?

STRATEGY 9

. The Age of Exploration of the late 15th and 16th centuries witnessed the European impact on the world. But many of the technical innovations which made such discoveries possible came from non-European sources.

. Distribute copies of Worksheet J-9, "Impact of Foreign Technology..." and ask the following questions:

- Why did Prince Henry use astronomers and mathematicians in his school For navigation? How might this school have helped to begin and expand the age of exploration?
- What are some examples of how China and the Muslim world made it possible for ships to sail the open seas? Which of the inventions described would you consider was the most important to the explorers and sailors? Why?
- How did each of the following items improve navigation:

  compass, triangular sail, astrolabe

- Why does the picture on the Worksheet show the sailor using the astrolabe on land?
- We still mark north-south position in degrees. What do we call these degrees? Find the north-south position of N.Y.C. on the map.
- Hold a mock press conference with Henry the Navigator. Have students prepare a series of questions that they would ask Henry about his school and the "Age of Exploration."

STRATEGY 10

- Distribute copies of Worksheet J-10, "A View of Sixteenth Century China," and have students answer the following questions:
  - The author of this reading was a Portuguese Dominican friar who visited Canton, China, in 1556. Why do you suppose he traveled to China? What most impressed him about China?
  - Which items produced in sixtoenth-century Canton would have been in demand in Europe?
  - Based on this reading and the one about Marco Polo's visit to China in the 13th century, would you have preferred to live in China or western Europe at that time? Explain your answer.
  - What are damask, taffeta, and serge? How might these items have been used?
  - What do you think was the warm, red, medicinal liquid called "cha"?
  - Why do you think this drink (tea) has become so popular? Explain.
  - How did reports like that of the Portuguese Dominican friar help to encourage Europeans in their overseas discoveries?
  - Reinforce learning by having students do the following activities. The choices may be placed on the chalkboard or dictated to the class.
    -- A good title for this selection would be: (a) The Land of China (b) The Use of Cast Iron in Ancient China (c) The Wealth of China (d) China and the U.S. Allies Forever.
    -- From this paragraph, how would you characterize the Chinese people: (a) suspicious (b) lazy (c) poor (d) polite
    -- From its use in the paragraph, damask is most likely a type of (a) cloth (b) metal (c) drink (d) guild
    -- Cha is another name for: (a) denim (b) silver (c) milk (d) tea

STRATEGY 11

. Richard Hakluyt (1552-1616), an English clergyman and geographer, tried to convince his government to colonize the New World. In the two reading excerpts on Worksheet J-11, "Advantages of Colonizations," Hakluyt offers numerous arguments in favor of colonization.

- Distribute Worksheet J-11, and have students answer the following questions:
  - Of the reasons presented for colonization on Worksheet J-11 which would you consider to be the best? Support your answer with evidence.
  - What economic arguments for colonization does Hakluyt develop?
  - Do you think this plan would work? Why? Why not? Would you, as an English citizen, have supported this idea? Why? Why not? Should criminals be placed on uninhabited islands today? Why? Why not?

- How do Portugal and Spain enter into his argument? How can England profit politically from colonization?
- What religious argument does Hakluyt present? Do you agree with his arguments?
- If you were the king of England, would Hakluyt's arguments convince you to follow a policy of colonization? In what ways would colonization be harmful to England's interests?
- Does Hakluyt present enough evidence to prove his position? Why? Why not? Is he biased? Explain. Does he appeal to emotion? To nationalistic feelings? Explain.

STRATEGY 12

. During the Age of Discovery the European impact on the world was indeed dramatic, but the overseas explorations also introduced significant changes within Europe itself.

· Distribute copies of Worksheet J-12, "Title:_____," and have students answer the following questions:

- A good title for this reading might be:
  (a) The Impact of the Non-European World on Europe
  (b) Products from the Orient to the European Table
  (c) World Currents East to West
  (d) Inflation in Europe in the XVI Century
- According to the passage, the philosophies of Buddism and Confucianism came from: (a) India (b) America (c) China (d) doesn't say.
- Vocabulary Matching: Match the underlined word used in the reading with its best numbered definition.

(a) extensive	(1) endless
(b) mythical	(2) make believe
(c) unbound	(3) middle class
(d) decadence	(4) widespread
(e) bourgeoisie	(5) philosophy
	(6) decay

- Hakluyt mentions many products that are important in the New World. They are listed below in jumbled form. Unscramble the word and then write a sentence for each item which states why the product was valuable to the mother country.

  -- yoehn (honey)
  -- pemh (hemp)
  -- gusar (sugar)
  -- esioprop (porpoise)
  -- rtuenitnep (turpentine)
  -- notcot (cotton)
  -- rulmbe (lumber)

Subtheme K *The Reformation and Counter-Reformation*

SUBTHEME K: *THE REFORMATION AND COUNTER REFORMATION ENDED RELIGIOUS UNITY IN THE WEST*

LEARNING ACTIVITY 1

RATIONALE

The Renaissance, in which man's existence on earth became the primary concern of most people, set the stage for the Reformation. The Reformation was among the most significant revolutions in Western history. Despite the long-standing grievances against the Roman Catholic Church, it was not until Martin Luther posted his 95 Theses that the revolt took place. The Reformation led to many religious, political, and social changes which still affect us today.

PERFORMANCE OBJECTIVES

Students will be able to:

. Explain the reasons for discontent with the Catholic Church.
. Analyze the economic and political reasons for the Protestant Reformation.
. Trace the spread of Protestantism.
. Compare and contrast Luther's and Calvin's ideas.
. Explain the results of the Reformation.

STRATEGY 1

. Ask students to assume that they are in the town square in the city of Wittenberg, Germany in 1517. They have come to hear the famous monk Johann Tetzel speak on the topic of indulgences (the sale of forgiveness for sins).* Distribute Worksheet K-1, "Johann Tetzel's Speech on Indulgences," and have students read and answer the following questions:

  - What does Tetzel mean by "obtaining forgiveness for one's sins"?
  - How does Tetzel attempt to persuade people to purchase indulgences? Why do you think he uses these tactics? Is his presentation convincing? Why? Why not? Was Tetzel a good preacher? Why? Why not?
  - Do you think there is anything wrong with selling indulgences? Why? Why not?
  - Can you think of any reasons why the Catholic Church might have permitted the sale of indulgences?
  - What did Tetzel mean when he said, "As soon as coins in the money chest ring, the souls out of purgatory spring"? Define the word purgatory.
  - Johann Tetzel was selling indulgences. Every salesman appeals to the desires and fears of his/her potential customers. How did Tetzel appeal to the fears and desires of the people he attempted to sell indulgences?
  - Have one of the students role play Johann Tetzel attempting to convince the class to buy indulgences.

STRATEGY 2

. The use of the photograph has been an invaluable tool for historians. Prior to the invention of the camera, our visual record of history was quite limited. Those who wished to make a visual record of the past often used the woodcut as the medium.

. Tell students to assume that the class is a group of historians doing research on the Protestant Reformation in Germany. They have uncovered a woodcut, Worksheet K-2, "Indulgences: Woodcut," among the belongings of a German priest who lived at the beginning of the 16th century. This picture was found in a stack of papers marked indulgences.

- What title would you give this woodcut?
- What can you learn about indulgences from this woodcut?
- What is your reaction to the scene portrayed in the woodcut? Explain your answer.
- Do you think the purchasing of indulgences is the proper way to forgive people for their sins? Why? Why not?
- Explain the advantages and disadvantages of using such evidence (the woodcut) as a clue to learning about the past. Can you think of any more reliable sources?

STRATEGY 3

. It was common in 16th century Germany to air complaints for public debate on the church door. When Luther posted his 95 theses at the Wittenberg Castle Church, it attracted little attention. Few knew the profound effect it would have. Distribute Worksheet K-3, "Ninety-five Theses," to the class and ask the following questions:

- What were Luther's major complaints against the Church? What did Luther mean by thesis 27?
- Why was Luther opposed to the selling of indulgences? Explain the meaning of sacramental penance . How did Luther feel about sacramental penance given by priests? Why? Does he believe that asking forgiveness was enough to be forgiven? Why? Why not? Did Luther commit sacrilege? Explain. Was Luther acting as a good Catholic in criticizing accepted church practices? Why? Why not?
- Considering that Luther's actions led to a division of the Church and much bloodshed among Christians, should Luther be considered a hero or villain? Explain.
- If you were head of the Roman Catholic Church, how would you have answered Luther's criticisms? As a result of his actions, Luther was ex-communicated. Was the Pope acting fairly? Was the Pope acting wisely? Why? Why not?
- Martin Luther posted his complaints on the church door at Wittenberg. If you had complaints against your school administration, do you think it would be a good idea to post these complaints on the door of the front entrance to the school? Why? Why not? What are some of the current methods that people use to protest government or Church policies?

- Martin Luther had a difficult decision to make about openly opposing the practices of the Church. If Luther had not opposed the Church, do you still think there would have been a Reformation?

STRATEGY 4

. Divide students into five or six equal-sized groups. Each group should discuss the 95 theses that Luther placed on the church door. The groups should consist of the following people:

- A German prince whose subjects are required to give a great deal of money to the Catholic Church. The prince feels this money could be used to strengthen his government.
- A religious reformer who has expressed displeasure with the corruption of the Church.
- A cardinal in the Catholic Church who is a strong supporter of Catholic doctrine.
- A member of parliament in England who is opposed to the influence of outside forces on political and economic decisions in England.
- An advisor to the Pope who believes that abuses of the Church must be corrected but is opposed to the questioning of Catholic doctrine.

STRATEGY 5

. Explain to students they are going to participate in the hypothetical trial of Martin Luther. The charge: Heresy (violating Church law and encouraging others to do so).

. Have students read Worksheet K-4, "Luther's Statement to the Court."

- From this reading how would you describe Luther?
- In what ways did Luther disagree with Catholic Church practice?
- Why would the Church be opposed to this criticism? Explain.
- Was Luther acting as a good Christian? Explain.

. Set up a trial in the following manner:

Have students volunteer for one of the following roles:

Judges (2)

Defense attorneys (3) - Prepare opening and closing statements

Defense witnesses - Prepare and question witnesses
Cross-examine prosecution witnesses

•Luther - "I was only following the Bible"

•John Calvin - "Luther showed us true faith"

•Peasant (who participated in Peasants Revolt) - "Luther was for the people"

Prosecution (3) — Draw up charges and question witnesses
Cross-examine defense witnesses

Prosecution witnesses

- Johann Tetzel - "Collection of indulgences is justified"
- Pope - "I am the sole interpreter of Bible"
- Charles V (as Holy Roman Emperor) - "Good riddance to Luther"

Jury - Remainder of the class

. Trial procedure:

A. Opening Statements (3-5 minutes)

1. Prosecution
2. Defense

B. Prosecution Witnesses (10 minutes)

Each prosecution witness is followed by defense cross-examination

C. Defense Witnesses (10 minutes)

Each defense witness is followed by prosecution cross-examination

D. Closing Statements (3-5 minutes)

1. Defense
2. Prosecution

E. Jury Decision and Deliberation (15 minutes)

F. Debriefing - Ask following questions:

1. What evidence do we have that Luther was acting against faith (list on board)? What evidence do we have that he was acting for faith?
2. Ask jury: Was he innocent or guilty? Explain. Ask trial participants their reaction to the verdict Explain.
3. Who was the most effective witness?
4. Which side did the better job? Can it be that the side which did the better job will win rather than justice?
5. Did the court decide justly?
6. Is this the best way of arriving at a just decision?

. Follow-up questions:

- Does the Catholic Church still follow the practices criticized by Luther? Explain.
- Do you think Luther's protest helped change the practices of the Catholic Church? Explain. Were his criticisms valid? Why? Why not?
- What do you think was the worst abuse mentioned by Luther in his theses or arguments? Explain.

STRATEGY 6

. Martin Luther was not the only member of the Catholic Church who criticized its practices. Distribute copies of Worksheet K-5, "Church Abuses."

. Divide the class into four or five equal-sized groups. Tell the students to assume that they have been placed on a special papal commission. Their task is to prepare a written report including the following:

  a) A summary of the complaints against the Church

  b) Conclusions as to which complaints are justified (which most serious, least serious)

  c) A list of suggestions as to what actions the Church should take in response to each complaint

. Ask students the following and have them explain their answers:

  - How can you explain that despite the complaints against the Church, many of which were made by popes, very few of these practices were changed by the papal court until after the Protestant Revolution?

  - If the abuses of the Catholic Church had been corrected, would there have been a Protestant Reformation? Explain your answer.

  - Was there anything wrong with the purchasing of important Church positions? Was there anything wrong with clergymen living in luxury from money collected for the Church? Explain.

  - Martin Luther was not the first to criticize the Catholic Church. Men such as John Huss had been critical of the Church before Luther and yet it was Luther's criticism that led to the Protestant Reformation. Why?

  - Why were the Germans upset over the Pope's power? Why were many Germans opposed to money going to the Pope? Were they justified in these complaints? Why? Why not? To what extent was the Reformation an economic rather than a religious revolution? Why were German princes willing to give Luther protection? Would the princes have benefited if the Church was less powerful in Germany?

STRATEGY 7

. The Protestant leader in Switzerland was John Calvin. Eventually, Calvin helped to set up a government in Geneva, Switzerland, based on his religious ideas. The reading on Worksheet K-6, "No Nonsense," discusses Calvin's ideas and some of the rules established to govern Geneva.

. Have students read the material on Worksheet K-6 and answer the questions below the cartoons. Then have students answer the following questions:

  - How would you describe the Calvinist religion from the material on Worksheet K-6?

  - In your own words, describe the theory of predestination. What is your reaction to the theory?

  - How would the theory of predestination affect the way Protestants would conduct their lives?

- How would you have liked to have been a citizen in Calvin's Geneva? If you were a member of the town council of Geneva, which of these Calvinist rules would you have voted for? Against? Explain your answers. How can you explain town council members voting for laws which would restrict their liberty so severely? Do you think it's a good idea for religious laws to be used to govern a city? Why? Why not?
- Calvinism, although a Protestant religion, was quite different from Lutheranism (see Strategy 4). How can you explain these differences?

What does this tell us about the Protestant Reformation?

- The Puritans, who played an important role in the founding of America, adopted a form of Calvinism. What Calvinist values still exist in America today?

STRATEGY 8

- Many rulers saw the Reformation as a means of breaking political ties to Rome. Distribute Worksheet K-7, "Cutting Off Funds to Rome." Ask the following questions and have students explain their answers.
  - To whom is this message directed?
  - What reasons does the House of Commons give for refusing to pay Church taxes?
  - What did Commons mean when it said: "We refuse to obey the laws of a foreign prince or leader of the Church"? Would such a reading have appeared in the Middle Ages?
  - To what degree does this reading show that the Protestant Reformation was a political rather than a religious revolution?
  - Suppose none of the religious abuses existed. Would there still have been a Reformation? Explain.

STRATEGY 9

. Whereas complaints had long been leveled against the church, it was not until the 16th century that the domino effect touched off by the Protestant Reformation occurred. Distribute Worksheet K-8, "Map of Europe After the Protestant Reformation." Have students complete the map-related exercise on bottom of Worksheet K-8. Go over students' answers.

- From the map, what conclusions can you draw about the Protestant Reformation? Why do you think the idea of the Reformation spread to other countries?
- Luther's protest came about the same time as the invention of the printing press. Would the map have looked any different if the printing press was not discovered until 1650? Explain.
- A Protestant in Germany in 1600 would have been expected to follow a different set of religious practices than would a Protestant living in Switzerland or Great Britain. How can you explain this?
- How can you explain that Catholics and Protestants in some parts of the world are still waging war against one another? Is organized religion more a force for peace or war in the world? Explain.

SUBTHEME K: *THE REFORMATION AND COUNTER REFORMATION ENDED RELIGIOUS UNITY IN THE WEST*

LEARNING ACTIVITY 2

RATIONALE:

In the face of large numbers of Protestant converts, the leadership of the Catholic Church became understandably concerned. The Catholic Church took a series of steps in response to the Reformation which involved reform and which reinforced basic tenets with aggressive salesmanship.

The aim of the Catholic Reformation, or Counter Reformation, was to check the spread of Protestantism, and to strengthen Catholicism throughout the world. Although Catholic missionaries succeeded in winning converts in the New World, the Counter Reformation had little success in winning back converts to Protestantism. However, the long term effect of the Counter Reformation was to revitalize the Catholic Church.

PERFORMANCE OBJECTIVES:

Students should be able to:

- Explain reasons why the Protestant Reformation caused great concern among Catholics.
- List the actions taken by Catholics to stop the Protestant revolution.
- Evaluate the Catholic Counter Reformation giving reasons for those aspects they felt were most successful in achieving their goals.
- Determine the actions undertaken by the Jesuits to reverse the effects of the Protestant Reformation.
- Explain the rule of Council of Trent in Counter Reformation.

STRATEGY 10

. Hand out or project headlines on Worksheet K-9, "Global Times 1500-1540," and ask students to answer the following questions:

- What do you learn about the Protestant Reformation from these headlines? Why were so many people discontented with the Catholic Church? (See previous learning activity).
- How would you react to these headlines if you were an official of the Roman Catholic Church?
- Have students suggest alternatives for dealing with the Protestant Reformation. Have the class then discuss the implications of these alternatives.

STRATEGY 11

- Ask students to assume that they are the Pope's closest aides. He wishes them to evaluate these suggestions on Worksheet K-10 "The Plan to End the Protestant Revolt," as methods for counteracting the Reformation.
- Ask students the following questions and have them explain their answers.
  1. What are your reactions to these programs?
  2. Which method do you think will be most successful in ending the Reformation? Which will be less successful?
  3. Is compromise or confrontation the best way of dealing with revolutionaries?

STRATEGY 12

One of the actions taken by the Council of Trent was to revive the Holy Inquisition--the secret Church court established to deal with suspected heretics (disbelievers).

- Hand out Worksheet K-11 and have students do the following exercises:

- After looking at the picture write an account of the methods used by the Spanish Inquisition to punish heretics. You might have them write and expose much in the style of "60 Minutes." Interviews might be conducted with Church authorities, victims, and inquisitors.
- What's your reaction to the methods employed by the Inquisition? Were such methods justified?
- If you were living at the time of the Inquisition, would you have cooperated with the inquisitors if they asked you for information about someone? Explain. Would it make a difference if that person were a friend? A relative? Explain.

STRATEGY 13

Role play a dramatization of a session of the Spanish Inquisition.

a) Select or have students volunteer for one of the following roles:

The Grand Inquisitor - Torquemada.
The Accused.
Witness - Beatriz, the scullery maid of the accused.
A twentieth century jury composed of half the members of the class.
A sixteenth century jury composed of half the members of the class.
Witness for the defense.
Witnesses for the prosecution.
A lawyer for the defense.
A prosecutor.

b) Props Needed

1. There must be some form of the "Star of David" worn by the accused.
2. A mantilla.
3. A scroll documenting the Christian lineage of the accused.
4. The Holy Bible - both testaments.
5. A photograph (painting) of any christening.

c) Distribute Worksheet K-12, "Spanish Inquisition in Role Play," to all players except juries. Allow them time to acquaint themselves with their parts before role play begins.

d) Begin role play.

e) Analysis and debriefing. After the role play ask the following questions and have students explain their answers:

- What's your reaction to the verdict in this case? Was it fair? Explain.
- What does this trial tell us about the Inquisition?
- In what ways were the accused's rights violated, according to 20th century American values?
- Why did the prosecutor ask the questions about Moses receiving the Ten Commandments? How can you explain Torquemada smiling when the correct answer was given?
- Why does the prosecutor ask the question about St. Paul's Address? How are such questions intended to prove the accused's guilt?
- How would you feel about being an accused before the Inquisition? Explain.
- Do you think that the Inquisition helped to sustain the Catholic Church? Explain.
- Do we have any examples of "inquisitions" today? (E.g., the House Un-American Committee and its Senate equivalent of the McCarthy era.) Are such trials/hearings ever justified?

STRATEGY 14

- Tell students that the Council of Trent met to discuss what actions to take in response to complaints against Church practices. Hand out Worksheet , K-13 , "Council of Trent," and ask the following questions:
- To what degree did the Council of Trent change Church practices to meet demands of critics? In what areas did the Council reject criticisms leveled by Protestant leaders? In what areas were Church practices changed?
- If you were Martin Luther how would you have responded to the actions taken by the Council of Trent?
- Were any of the basic ideas of the Catholic Church changed at the Council of Trent? Explain. Why do you think the Council confirmed the Church's right to interpret the Bible? In what ways did the Council want priests to live differently from other men? Why?
- Do you think the Council went too far or not far enough in responding to complaints against the Church?

STRATEGY 15

- The Inquisition (a Church Court) was one of the methods used to end the Protestant Reformation.
- Distribute Worksheet K-14 , "Edict of Faith, " and direct students to write a three-sentence summary of it.
- Have students answer the following questions:
- Why do you think the Inquisition was interested in the practices of Islam and Judaism?
- According to the passage, how did the Inquisition obtain information about people whom they wanted to try before their court?

STRATEGY 16

- Ask students to read the fictional letter from a Jesuit (Worksheet K-15,) "Letter from a Jesuit," then answer the following questions:
- Determine from the sentences in which they appear the meanings of the words theology and heathen.

- What are the major tasks of the Jesuits?
- Describe the kind of person who might become a Jesuit.
- How successful do you think the Jesuit approach was in ending the Protestant reform movement? Do you think you would have been interested in joining the Jesuits if you had lived during the time of the Protestant Reformation? Why? Why not?
- How do you feel about people who ask you to join religious groups?

STRATEGY 17

The Counter Reformation, in many ways, rejuvenated the Catholic Church. Catholics began to reflect on church practices with the intention of making Catholicism more responsive to the needs of the people.

· Distribute Worksheet K-16, "Accomplishments of the Counter Reformation." Have students explain their answers to the following questions:

- What do these accounts tell us about the Counter Revolution? Explain.

- How do these accounts indicate an attempt on the part of the Catholic Church to be more responsive to criticisms against it?

- Which of these people do you admire most? Explain.

- Do these accounts support the view that the Reformation was good for the Catholic Church?

- Is revolution good for the institution being revolted against? Explain.

STRATEGY 18

Jesuit missionaries achieved initial success in Japan. However, Christians were viewed as a threat to the strong central authority established in the Tokigawa shogunate. The Act of Seclusion in 1636 presented a clear warning to Christian missionaries that cultural diffusion of the religious kind would not be welcome in Japan.

· Tell students to assume that they are the Shogun of Japan in 1636. They have been able to make Japan a much stronger nation by increasing the power of the government. One group of people who resist your orders is the several hundred thousand Christian converts who claim their first loyalty is to God.

- Ask students to brainstorm a list of suggestions for dealing with the Christians. Then have the class decide on the best solution to the problem.

. Distribute Worksheet K-17, "The Japanese Response to Christianity." Tell students to assume that this is a list of suggested laws. Have them place an "A" before each of the laws they would approve of, and an "O" before each of the proposals they would oppose.

- What would be your reaction to these laws if you were Japanese? Explain how would you feel.

- Why were the Samurai prohibited from purchasing goods on foreign ships? Explain.

- If you were a Christian missionary how would you react? Were these laws fair?

- Do you think laws such as these achieve their purpose?

STRATEGY 19

Obviously, evangelical concerns were a major priority of the Counter Reformation. Students have been made aware of the work of the Jesuits. The Dominicans, another Catholic order, worked in Latin America converting the native Indian population. Worksheet K-17 will give students an idea of the technique used by one Dominican father, Fray Las Cassas.

- Distribute Worksheet K-18 , "A Priest Goes to South America."
  - Complete columns 1, 2 and 3.
- Have students read the passage on Worksheet K-18, "A Priest Goes to South America," and explain their answers to the following questions:
  - How was Las Cassas able to convert the Indians of Tierra de Guerra? Explain. How would you compare your suggestions to Las Cassas' methods?
  - Why did Las Cassas request that only priests be allowed to enter the Indian territory? Explain.
  - Why did Las Cassas believe that merchants would be helpful in accomplishing his mission?
  - How do the leaders of religions today make new converts? What's your reaction to their techniques?
  - Methods of converting the believers of one religion to another religion have always been controversial topics. Have students fill out their reactions to poll on Worksheet K-19 , "Spreading the Word," and then discuss students' reactions with them.

Subtheme L *The Commercial Revolution*

SUBTHEME L: *THE COMMERCIAL REVOLUTION INTRODUCED AN AGE OF ECONOMIC INTERDEPENDENCE*

LEARNING ACTIVITY 1

RATIONALE:

In many ways, the Commercial Revolution serves as the bridge connecting the Middle Ages with modern times. The European voyages to the western hemisphere, Asia and Africa soon resulted in a tremendous expansion of commerce, which had profound global economic and political implications. The essential features of contemporary capitalism stemmed from the Commercail Revolution.

The Commercial Revolution introduced specialization, division of labor, and comparative advantage. The expansion of trade gave rise to development of the insurance industry, modern banking system and the corporation. As a result of the Commercial Revolution local and regional economies were superceded by a network of international economic relationships. Thus the Commercial Revolution ushered in the age of economic interdependence. Furthermore, it was largely a result of the Commercial Revolution that political power in Europe shifted to nations bordering the Atlantic Ocean.

PERFORMANCE OBJECTIVES:

Students will be able to:

- Recognize how specialization permits scarce resources to be used efficiently.
- Determine why particular goods and services were produced in specific regions and countries.
- Describe how the Western European standard of living improved as a result of the expansion in world trade.

STRATEGY 1

- Have students study the map (Worksheet L-1) "The World on the Eve of European Expansion" and examine the items exported by each region.

- Have students answer the following questions:

  - According to this map, which countries were exporting spices, silks, drugs, and precious stones? Which countries were exporting them?

  - Based on the export items, which area(s) of the world were much more technologically advanced than the others? Explain.
  - Which groups of people in 1500 would use the goods shown on Worksheet L-1 ? Explain your answer.
  - Why were combined water-land routes used to transport goods from the Far East to Europe? Were these routes controlled by the same people all along the way? Was this a problem? Explain.

STRATEGY 2

· Have students study the map on Worksheet L-2, "The Emerging Global Economy."
· Have students answer the following questions:

-In which direction was most of the trade flowing?
-Which items were being traded?
-Why can it be said that by 1500 the world had entered an age of interdependency? Explain.

- How would the map on Worksheet L-2 have been different if it had represented the year 1200 instead of 1500?
- How do you think the increase in world trade affected the standard of living in Western Europe by 1775?
- Why is the title of the map "The Emerging World Economy"?
- Are the economies in the world today highly specialized?
- How does world trade influence the American standard of living today?
- Discuss the following: The period between 1550 and 1775 represented an era of trade specialization and increasing interdependency.

STRATEGY 3

· Have students read Worksheet L-3, "Vasco da Gama Reaches India," and have them answer the following questions:

- If you were the king of Portugal why would you be anxious to open up avenues of trade with India?
- Read the log and underline those products mentioned by da Gama which appear on the worksheet.
- Why do you think that the ruler of India was anxious to trade with the King of Portugal?

· Have students do the following exercise:

- Let us suppose you are on da Gama's ship and are writing a letter to your family describing the exciting land you have just visited. Explain in two paragraphs what impressed you most about India and what products of that country you would have liked to bring back to Portugal.

STRATEGY 4

The development of strong nation-states on the shores of the Atlantic provided the necessary direction for the voyages of trade and exploration. As the Spanish, Portuguese, English and French discovered new lands and great wealth, the focus of power in Europe shifted from the Mediterranean to the Atlantic.

· Have students examine Worksheet L-4, "Population Changes of Major European Cities During the Sixteenth Century," which demonstrates how this shift in power is reflected in the population growth of some of the major European cities on the eve of the Commercial Revolution.

· Ask students to examine the figures on the chart and answer the questions on the Worksheet.

STRATEGY 5

The Commercial Revolution not only increased the availability of luxury goods but more importantly, it introduced new products which increased the food supply of Europe. These foods provided better nutrition thus increasing life expectancy.

- Have students read the story about one of these "exotic" products on Worksheet L-5, "Choose the Title," and answer the questions which appear below the reading.

STRATEGY 6

Distribute Worksheet L-6, "Title:_____," and have students answer the following questions:

- Which of the following is the best title for this reading selection?

  The West Becomes Addicted to Sugar
  Middle Class Consumers of the 17th Century
  The Middle Class and Trade

- Why do you think a consumer revolution took place in the 17th century?

- How has the "drug revolution" of the 17th century changed the world in which we live today?

- According to this article, what did the products of the consumer revolution have in common?

- How did the 17th century consumer revolution change the imbalance of trade between Asia and Europe?

- Can you think of any consumer fads that have taken place in the last ten years? How do you think these fads begin? Why do they disappear sometimes as quickly as they began? Explain.

In this reading selection there are numerous examples of products from various parts of the world that found markets in Europe. This is an example of one-way cultural diffusion. Can you give examples of two-way cultural diffusion in which two nations traded products or ideas with each other?

STRATEGY 7

In discussing the Commercial Revolution many traditional sources mention Africa only in so far as its role in the slave trade. In general, many sterotypes have evolved concerning Africa and its people. Most misconceptions are due to lack of information. Ask the class to write the items or ideas that they associate with Africa in the 14th century. They should explain the reasons they placed the items on their list. Students should be asked to arrange their lists into three general categories. This exercise should be given at the beginning of the strategies dealing with Africa and then, at the end of these strategies. Students should discuss their lists and prepare a class list of fifteen ideas or items which the entire class agrees should be associated with Africa on the eve of the Commercial Revolution.

STRATEGY 8

Founded in 300 A.D., Ghana appears to have been the first major kingdom of West Africa. The kingdom accumulated so much wealth as a consequence of trade in gold and salt that it became known as the "Land of Gold."

- Distribute Worksheet L-7, "Ghana and its Trade Routes." Have students complete the exercise at the bottom of the map. Then ask students to explain their answers to the following questions.

  - What does this tell us about the importance of trade to the Empire of Ghana?

  - What problems would you expect in attempting to conduct trade between Kumbi-Saleh (Ghana) and Tunis and Fez?

  - Why were the items traded of such importance to the Empire of Ghana? Explain. What do these items tell us about the Empire?

  - How does this map explain why Ghana has been considered a great Empire?

STRATEGY 9

From the ninth through the fifteenth centuries great empires and kingdoms arose in Africa south of the Sahara desert. These empires were based on trade and commerce rather than conquest. Have students read Worksheet L-8, "Reception at Court," and answer the questions below:

- What can you learn about Mali from this reading?

- How did the Sultan of Mali govern his people? Why do you think they showed him such great respect?

- How important are an area's resources in making a nation wealthy? Why? Are resources enough for a country to grow wealthy? Why or why not? What else might be important (e.g., trade, aid, recreation, information, technology, equitable wealth distribution, etc.)?

- What evidence is there that the Africans were in touch with other cultures and peoples? Which customs and beliefs seem to be of African origin? Which seem to be borrowed from other cultures? Explain.

- As a research project, students might be assigned to prepare reports on the topic how great a ruler was Mansa Sulayman, Sultan of Mali.

STRATEGY 10

An indication of the African role in the Commercial Revolution appears on Worksheet L-9, "Map: Western Europe and North Africa," and have students explain their answers to the following questions:

- What is happening in this map?

- This map was prepared by a European cartographer. Based on your observation of this map, how did Europeans view Mansa Masu? What does this map tell us about Mansa Musa?

- Based on the trade map, Worksheet L-7, what goods do you think were traded between the Arab merchant and Mansa Masu? How do you think this trade affected life in Mali and the Arab kingdom?

- How can you explain why traditional studies of the Commercial Revolution neglect the African contribution? Write two paragraphs explaining the African contribution to the Commercial Revolution that you think should be included in future studies?

STRATEGY 11

Several important benefits of the Commercial Revolution are listed on Worksheet L-10.

- Have students read Worksheet L-10, "Benefits of the Commercial Revolution," and complete the exercise which follows.

SUBTHEME L: *THE COMMERCIAL REVOLUTION INTRODUCED AN AGE OF ECONOMIC INTERDEPENDENCE*

LEARNING ACTIVITY 2

RATIONALE:

Mercantilism was a system devised to assure economic self-sufficiency. Overseas expansion helped to transform Europe from a dormant society to one of renewal and vigor. It led to a Commercial Revolution which included the rise of a capitalistic economy and the transition from a town-centered to a nation-centered economy. At the same time, the Commercial Revolution moved the center of the continent's power from the Mediterranean countries to the Atlantic countries. European nations also left their cultural imprint on the lands they conquered and colonial societies in turn influenced change in Europe. The political stability achieved by England, France, and Spain at the end of the fifteenth and the start of the sixteenth centuries gave rise to an epoch of new dynasties led by monarchs whose desires for increased power and wealth led them not only to reassert their power at home but to encourage overseas expansion which would aggrandize their positions throughout the world. Political stability helped to encourage a rebirth of economic life that led to a desire for trade, the search for new markets and new sources of raw materials, along with the search for alternative trade routes. As a result of this expansion, not only did nations come to measure their economic and political wealth in terms of material riches (precious metals, gems and other raw materials), but also in terms of land. The establishment of colonies as a stepping stone in empire building had economic as well as political consequences.

Laws and regulations were needed to make sure that the colonies and the mother country complemented each other in attaining the desired goal of an economic self-sufficiency. Mercantilism was an economic theory to attain that end.

PERFORMANCE OBJECTIVES:

Students will be able to:

- Explain the purposes of mercantilism.
- Analyze the relationship between mother country and colony under the mercantilist system.
- Trace the origin and development of capitalistic economic institutions during the Commercial Revolution.

STRATEGY 12

- Have students read the suggestions made in the memorandum of M. Mongolfier in Worksheet L-11, "You are Jean Mogolfier," and have them answer the questions which follow the reading.

- After students have read the rules of mercantilism, ask them how they would decide the issues which appear on Worksheet L-12, "Annexia and Silveria."

STRATEGY 13

· Have students read Worksheet L-13, "Adam Smith's View of Mercantilism," from Adam Smith's The Wealth of Nations and then answer and discuss the questions below.

Note to teacher: Students should be aware that this book, which was originally published in 1776, is a criticism of mercantile policies and has an explanation of what was to become known as the "laissez-faire" approach to politics and economics. Also, most of the references to America in this selection refer to both North and South America.

· Use the following questions for discussion:

-According to Smith, how do most people and nations measure their wealth? In the same way, how did nations decide whether land was worth conquering? Does Smith appear to agree with this measuring device? Explain your answer.

-Adam Smith describes money as being both a medium of exchange and a measure of value. Explain what is meant by each of these purposes, or functions, for money.

-In the following examples, what purposes does the money (gold or silver) serve?

(a) A farmer went with his cow to a chicken farm to buy a dozen eggs. He said that when he killed the cow in three months, he would give the man a half pound of meat to pay for the eggs? The chicken farmer refused to sell the eggs. How would the use of money have helped out in this situation? Which of Adam Smith's purposes would the money have served? Explain.

(b) Veronica went shopping and took along a vase that took her three weeks to make. She thought that it was worth two dresses, a pair of jeans, and three blouses. The shopkeeper was willing to give her one tee shirt for the vase. How would the use of money have helped out in this situation? Which of Adam Smith's purposes would the money have served? Explain.

-According to Smith, why do wars convince nations they must accumulate gold and silver? Do you agree? Explain.

-Smith suggests that nations benefit more from foreign trade than from importation of gold and silver. Explain what he meant and give examples to support your explanation.

-Smith tells us that a problem arose as gold and silver became more plentiful that "...we must carry about a shilling in our pocket where a groat worth less than a shilling would have done before." Identify the problems that Smith is describing and give a 20th century example of that economic problem.

According to Smith, how should the discovery of the Americas (North and South) have brought about economic gains for all three continents?

STRATEGY 14

· Have students re-read Worksheets L-11 and L-13 and answer the following questions:

-Can you decide on which issues appearing on Worksheet L-11, Smith would have had a definite opinion?

-How would his opinion have been different from that of the Finance Minister Mongolfier?

STRATEGY 15

As can be seen from reading L-13,"Adam Smith's Views on Mercantilism," not everybody agreed with the philosophy of mercantilism.

Have students examine Worksheet L-14, "England's Mercantile Policy at Home," and answer the question below:

- Using Worksheet L-14, "England's Mercantile Policy at Home," make a chart listing the positive and negative effects of mercantilism.
- Was the mercantilist policy justifiable? Explain.

STRATEGY 16

From the wealth that poured into Europe as a result of the Commercial Revolution great fortunes were made. The management of this wealth in turn led to the development of modern financial institutions such as the commercial bank; the growth of the corporate structure and insurance companies.

- Have students read Worksheet L-15, "A Great Banker," and do the exercise which follows the reading.

STRATEGY 17

The changes that took place as a result of the Technological, Scientific, and Commercial Revolutions led to the formation of new types of business organizations. One of these was the joint-stock company. It became the easiest way to bring together the great amount of money necessary to finance overseas exploration. In this way, the Dutch West India Company founded the colony of New Amsterdam in 1621.

- Have students read Worksheet L-16, "The Joint Stock Company," and answer the following questions based on the Worksheet:

-Why did many large businesses take the form of joint-stock companies?
-Why did many people, including Queen Elizabeth I of England, want to invest in these companies?
-How could you make money on your investment? How could you lose money on your investment?
-Why do you think John of Kent decided to form a stock company to finance his mill? Explain.
-Would he have needed one if he were a weaver working from his home? Explain.
-If you bought 100 shares of stock in John of Kent's mill at its initial value, how much would it have cost you?
-If after one year John's mill did so well that he gave all of his investors a £1 per share dividend, how much would you get as a holder of 200 shares?
-If, after two years, the stock had gone up to £9 per share and you sold it, how much profit would you have made?
-Do you think that this company was a good one to invest in? Why, or why not? What other information would you want to know before investing in the company?
-Today, why do people put their money into such things as stocks or bonds?

SUBTHEME L: *THE COMMERCIAL REVOLUTION INTRODUCED AN AGE OF ECONOMIC INTERDEPENDENCE*

LEARNING ACTIVITY 3

RATIONALE

The slave trade should be viewed in conjunction with the Commercial Revolution and the growing demand for raw materials.
The triangular trade was an important vehicle by which human cargo was transported from the coast of Africa to the Western Hemisphere. The consequences of this abhorrent traffic in slaves left its imprint on virtually all aspects of the contemporary world (demographic, social, economic, political, etc).
The rise in trade generated by the Commercial Revolution and the need for cheap labor in the colonies led to the development of the African slave trade. A profitable trade developed, linking Africa, the West Indies and Europe. This triangle trade involved the exchange of slaves, sugar, cotton, tobacco, and manufactured goods.

PERFORMANCE OBJECTIVE

Students will be able to:

- Trace the triangular trade route from the North American continent to Europe, to the coast of Africa, to the Carribbean, and back to North Amercia.
- List the commodities exchanged in each port of call and explain their economic significance.
- Explain the relationship between the white slave trader and the African chief or king.
- Compare and contrast slavery as it had been practiced in Africa and the new slavery of the Europeans.
- Describe how slaves were obtained and sold on the coast of Africa in the 16th and 17th centuries.

STRATEGY 18

- Distribute a map of the triangular trade (Worksheet L-17, "Slave Trade Routes")
- Have students write a short paragraph describing the route of the triangular trade starting from England.
- Ask students to answer the following question:
  - How did Europe, Africa, and the West Indies benefit from this trade?
- Have students complete the chart on the triangular trade Worksheet filling in the imports, exports and significance of the triangular trade for Africa, the West Indies, and Europe.
- Who do you think benefitted the most: Africa, Europe, or the West Indies?

STRATEGY 19

The European traders who came to the coast of Africa had to deal with the African chiefs to obtain their human cargo. The trading process reveals a great deal about the nature of the triangular trade and the social and economic relationship between the traders on both sides and the slaves themselves.

- Distribute and have students read passages A and B on Worksheet L-18, "Readings A and B."

- Have students answer the following questions for Reading A.

  - Why was it so difficult for the African chief's representatives and the slave traders to reach an agreement? What articles were offered for trade by the Europeans? Which were accepted? Which were rejected? Why? Why was the price for male slaves 35% higher that that of female slaves?

  - From this reading can you determine anything about the attitude of the African chiefs and the slave traders towards the slaves? Explain.

  - Can you understand why the African chief was willing to sell other Africans into slavery?

  - How would you describe the relationship between the African king and the Europeans? Why did the king say he had great esteem for the white traders? Do you believe him? Why? Why not?

  - Is this a primary or secondary source?

  - Would this reading give you an accurate picture of the slave trade? Explain.

- Reread Worksheet L-18 and then read the statements below. From the information in the passage determine if the statements below are true or false. If they are true write the letter "T" next to the statement. If the statement is false write the letter "F" next to the statement. If the information is not found in the reading write the letter "N".

  - The king announced to the traders that there had been a recent increase in the price of slaves. _____
  - The currency used to barter remained constant in the slave trade. _____
  - Long negotiations often preceded a sale. _____
  - The king had a long-standing relationship with the white slave traders. ___
  - The king knew how the slaves would be used by the Europeans. _____

- Have students answer the following questions for Reading B.

  - According to the reading what was the African currency or medium of exchange? Do you think this medium of exchange is as good as gold or paper money? Explain.

  - Why were the slaves branded? How do you feel about this practice? Why?

  - Why didn't the white traders travel inland to obtain their slaves?

  - At this time the French, English, and Dutch were engaged in constant warfare with each other and yet they cooperated in the purchase of slaves. How would you explain this?

STRATEGY 20

We have seen how the African was sold into slavery, but what was his/her reaction to this experience?

· Have students read Worksheet L-19, "The Interesting Narrative of Olaudah Equiano," which contains a selection from the autobiography of a liberated Ibo slave. Have students answer the questions below:

  - How do you feel as you read this selection? Write down the first reactions that come to your mind.
  - Why do you think Equiano felt that he was going to be killed?
  - Why do you think that the slave traders treated the slave the way that they did?
  - Why did the ship's crew force Equiano and the other slaves to eat when they were not hungry?
  - Slave traders knew that they would lose on the average of 20%-30% of their human cargo during the "Middle Passage" (from the African shore to the New World). Why didn't they take fewer slaves and treat them better?
  - If you were in Equiano's situation, what would you do? Explain.
  - Who is most to blame for the institution of slavery: The white slave trader, the African chief, or the person who purchased the slaves? Explain your answers.

· Direct students to look at the pictures on Worksheet L-20, "Slave Trade Pictures" which depict the slave trade, and have them answer the questions.

  - Based on these pictures, what conclusions can you draw about slavery?
  - How would you have felt if you were captured as a slave? Explain.
  - What does the poster announcing the slave sale tell us about the traders attitudes toward slaves?
  - Describe what you think it might have been like to cross the Atlantic on a slave ship.
  - How can you explain the brutality shown toward the slaves by the slave traders? Would it have been wiser for the traders to have acted more humanely?
  - There are few examples of slavery in the world today. Is this an indication that discrimination is disappearing? Explain. Will overt discrimination ever disappear? Explain.

STRATEGY 21

The previous readings in this unit have highlighted the brutal treatment of the slaves, but what effect did the trade have on the African society (those left behind after the traders departed with their human cargo)?

· Have the students read Worksheet L-21, "Results of the Slave Trade." On the chalkboard duplicate the matching exercise. Have students complete the exercise by matching the sentence beginnings in column A with their endings in column B. This exercise will show cause and effect between the development of slavery and the decline in African civilization.

(A)	(B)
a) Africa was deprived of needed leadership,	a) because Europeans rarely traveled inland.
b) Africa entered a period of lawlessness,	b) the trade with North Africa was cut off by the slave trade.
c) Sub-Sahara African production of food crops declined, because	c) the healthiest and most intelligent young men and women were taken away in chains.
d) The Coastal States of Africa became aggressive, conquering nations,	d) because they raided the interior for slaves to trade which in turn increased their wealth.
e) The Africans received little of European technology during the years of the slave trade,	e) because the slave trade engendered disrespect for tribal law and customs.

STRATEGY 22

It was not just the Africans who were subjected to the barbarism of slavery. The native peoples of the Caribbean, the Arawaks and Caribs, were also forced by European planters and miners to work in the sugar fields and gold mines under inhuman conditions.

One of the earliest critics of slavery was a Dominican Friar on the Island of Hispaniola who, one Sunday morning in 1503, delivered a sermon that his parishioners certainly didn't want to hear.

· Have students read the sermon on Worksheet L-22, "The Strange Sermon of Father Montesino," and answer the following questions:

- What is Father Montesino saying? Explain.
- Why does he believe that the Spanish on Hispaniola are in mortal sin?
- How would you have felt if you were one of the people Montesino was directing his sermon at? Explain.
- Would you have been convinced to change the way you treated Indians on Hispaniola? Explain.
- Today, as in Montesino's time, some representatives of the Church work to support established values, while others strive to reform society. Which role was Father Montesino playing? Which role should the representatives of the Church play in the world today?